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ABSTRACT

This document contains brief descriptions of 100 school district initiatives taken in response to legislator and state department of education mandated educational reforms. Each description, contributed by a paticipant, is indexed by reform category, school district cluster, implementation level, and state. Section divisions in the index of reform categories are titled as follows: "Academic/Honors/Gifted Programs," "Attendance/Dropout Prevention," "Career Ladder/Master Teacher," "Early Childhood Education," "Improve Teacher Preparation," "Innovative Programs/Incentives," "Lengthen School Day/Year," "Math/Science/Computer Initiatives," "Parent/Community Involvement," "Planning Requirements," "Raise Graduation Requirements," "Remediation/Compensatory Education," "School Climate/Discipline," "Smaller Classes," "Student Tests," "Teacher/Administrator Inservice," "Teacher Compensation/Incentives," and "Vocational Education/Job Training." (IW)

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A CATALOGUE OF REFORM INITIATIVE RESUMES BY CATEGORY

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NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

NOVA UNIVERSITY

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This volume includes descriptions of 100 initiatives taken mostly at the school district level, in response to legislator and state department of education mandated educational reforms. Each included description was contributed by a participant and was judged as relatively complete by central office staff.

Approximately 600 active participants were surveyed in January of 1986. One purpose of the survey was to elicit descriptions of initiatives taken in response to the education reform movement by various geopolitical units. Over 500 survey instruments were returned. Of that number 100 descriptions of initiatives were selected for inclusion in this volume. The major selection criterion was completeness of the description. No effort was made to rank the initiatives in terms of efficacy or educational soundness.

The purposes of this volume are to present the reader with a description of a variety of initiatives taken in response to the education reform movement and to provide Summer Institute participants with a model that may be used as they take notes on various initiatives that they may observe or discuss during the course of the Institute.

Each initiative is indexed by reform category, cluster, implementation and state. We trust that this organization will be helpful to the reader during and subsequent to the Institute.

Participants who wish to know more about a given initiative should call or write contributors.

JAJ, JR.
EAP
FT. LAUDERDALE, FLORIDA
30 JUNE 1986

A CATALOGUE OF REFORM INITIATIVE RESUMES BY CATEGORY

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REFORM CATEGORIES/INITIATIVES

ACADEMICS/HONORS/GIFTED PROGRAMS

REFORM CATEGORY: Academics/Honors/Gifted Programs.

REFORM INITIATIVE: Academically Inclined Program.

RATIONALE: Magnet schools are implemented to attract the ablest and most talented who are academically inclined; and are designed to develop their skills and abilities to maximum productivity.

GOAL: To provide quality educational opportunities for the ablest, to provide an environment conducive to learning and to expand the educational opportunities of the participants as they increase their individual competence in their areas of interests.

IMPLEMENTATION: Magnet schools, honors programs, advanced placement programs.

PROCESS: Participants are recruited or invited to participate based upon their academic achievement, test scores (NRT, PSAT, SAT or other placement measures including I.Q. tests) recommendations from officials and or a combination of two or more factors.

RESOURCES: State funded, special projects, local funds, business partnerships and/or a combination of various funding sources (part of state improvement package).

KEY ELEMENTS: Selected teachers trained in specific content, methods, techniques and procedures prescribed facilities, specified schedules within the regular program.

POPULATIONS: Programs are directed at student needs and interests as well as aptitudes.

CONTACT: Rebecca W. Dargan
Post Office Box 362
Sparta, Georgia 31087

CLUSTER: Macon

REFORM CATEGORY: Academics/Honors/Gifted Programs

REFORM INITIATIVE: Early Identification of Gifted and Talented Kindergarten Students Program.

RATIONALE: State committee recommended program for kindergarten students.

GOAL: Early identification of such students provides them with a better opportunity to meet individual needs.

IMPLEMENTATION: State and local education agencies (LEA's).

PROCESS: The LEA's are responsible for implementing this program. The problem at this level (kind) is selecting criteria for identifying non-readers and students that have not been sufficiently observed because the students are new in the school.

RESOURCES: State funding per student is minimum - basically it is the responsibility of the locality.

KEY ELEMENTS: Currently LEA's are handling this differently. Additional teachers, pull-out programs and enhanced/different curriculum for kindergarten students within the class are methods of implementation.

POPULATIONS: Parents/educators.

CONTACT: Kathleen L. Krawchuk
Post Office Box 71
Capeville, Virginia 23313

CLUSTER: Richmond II

REFORM CATEGORY: Academic/Honors/Gifted Programs.

REFORM INITIATIVE: Early Identification of Highly Able Children Program.

RATIONALE: Earlier identification of highly able child reduced boredom, parent anxiety and permitted earlier information for future program and staffing needs.

GOAL: To provide expanded programs for highly able children in order to increase stimulation and experiences with higher level questioning and abstract thinking skills.

IMPLEMENTATION: Local school and local county system.

PROCESS: It begins with early identification of the highly able learner in kindergarten and is pursued through curriculum assessments in grade one, and correlated to standardized test data in grades 2-5.

RESOURCES: County monies, supported by some state funding (i.e. teacher allocation component - no special grants).

KEY ELEMENTS: Improved assessment and teacher awareness.

POPULATIONS: Students, parents, teachers, community members.

CONTACT: Carol L. France
Post Office Box 29
Huntingtown, Maryland 20639

CLUSTER: Potomac II

REFORM CATEGORY: Academics/Honors/Gifted Programs.

REFORM INITIATIVE: Formal Educational Program.

RATIONALE: Gifted students were basically left on their own with the mistaken attitude that they had the ability to be successful without programs or assistance.

GOAL: The goal(s)/purpose(s) are to stimulate, motivate, and challenge the gifted students to reach new levels of learning, to use their intelligence and abilities, and to realize their potential fully.

IMPLEMENTATION: Gifted students at all levels, K-12.

PROCESS: At the local level steering committees have developed identification guidelines, curricula, and programs for gifted students to meet their needs.

RESOURCES: Currently, gifted programs are funded by local district resources. Legislation is in process to provide funding for gifted education at the state level.

KEY ELEMENTS: Key elements include teaching personnel, new curricula, and instructional materials.

POPULATIONS: Students.

CONTACT: Wayne A. Cochrane
1309 Shelly Lane
Cherry Hill, New Jersey 08034

CLUSTER: Wilmington III

REFORM CATEGORY: Academics/Honors/Gifted Programs.

REFORM INITIATIVE: Post Secondary Options Program.

RATIONALE: To provide opportunities for students to pursue courses at a level commensurate with their needs. To provide courses which may not be available at a high school at an advanced level.

GOAL: a. To promote rigorous academic pursuits and provide a wider variety of options to high school pupils.
b. To encourage and enable secondary pupils to enroll full-time or part-time in programs at post-secondary institutions.

IMPLEMENTATION: Implementation is in postsecondary institution.

PROCESS: A student in grade 11 or 12 may apply to an eligible post-secondary institution. The institution accepts the secondary pupil for enrollment. The institution and the pupil's school district send a letter to the Commissioner of Education for acceptance. The student will then gain both high school and college credits from the college courses.

RESOURCES: Funding is through the state of Minnesota. The state pays tuition to the postsecondary school for the cost of tuition, text-books, materials and fees related to the program. This amount is them subtracted from the aid paid to the pupil's resident district.

KEY ELEMENTS: a. Course option.
b. Advanced courses.
c. State-supported payment.
d. Flexibility.

POPULATIONS: Postsecondary options are available to all Minnesota high school students in grades 11 and 12.

CONTACT: James Henry Petersen
2973 Stinson Court
New Brighton, Maine 55112

CLUSTER: Waukegan IV

ATTENDANCE/DROPOUT PREVENTION

REFORM CATEGORY: Attendance/Dropout Prevention

REFORM INITIATIVE: Alternative Programming Program.

RATIONALE: The Illinois General Assembly passed legislation addressing alternative programming resulted from the many reports which identified high rates of dropouts in Illinois. The Illinois Task Force on Hispanic Student Dropouts noted that the state dropout rate was over 20 percent and over 45 percent in Chicago. The task force recommended that alternative educational programs be offered to assist individuals who are not successful in the traditional classroom in gaining academic and vocational skills.

GOAL: Optional Educational Programs. These programs encourage districts to develop individuals plans for students which may include part-time employment, night school, parenting classes, etc., to better prepare each student to meed demands of the world around them. These programs provide greater flexibility in educating the dropout and "at risk" student.

IMPLEMENTATION: LEA - Local School Districts programs.

PROCESS: Competitive proposals are submitted to ISBE for funding - upon approval, staff, materials, etc., are acquired. Students are recruited and interviewed. Pre-testing is accomplished. Individual Optional Educational Programs are developed. Per funding requirements - Proposals by November 15, approval by December 15 - Implemented 1/15.

RESOURCES: As per competitive grants.

KEY ELEMENTS: Flexible hours - for example, three evenings a week from 6:30 - 9:30. Ability to work towards G.E.D. rather than traditional graduation requirements.

POPULATIONS: 16-21 year old dropouts and potential dropouts.

CONTACT: Rebecca Jean Volkert
334 Park Avenue
Antioch, Illinois 60002

CLUSTER: Waukegan IV

REFORM CATEGORY: Attendance/Dropout Prevention.

REFORM INITIATIVE: Innovative Counseling Squads Program.

RATIONALE: Dropout rates are peaking 45 percent in the cities and higher with the Blacks who have poor reading and writing skills. They need to know that someone cares and even better that that is willing to help them plan their future.

GOAL: Prevent student from dropping out before they are of the age to do so. Show the youths that they have a choice of goals to work towards. Prove to them that dropping out leads nowhere. A little money spent now will prevent thousanda spent by welfare, police and others later on.

IMPLEMENTATION: This is being conducted by the Board of Education at the District level under what is called the Dropout Program.

RESOURCES: I've read that grants have been funded for this purpose, but I can not find this answer anywhere. I even called someone in the dropout program and they are out. I would say grants for special purposes.

KEY ELEMENTS: Good counselors who can relate to the prospective dropout. Give students who fall into this profile (poor grades, old for the class they are in, etc. plenty of attention. Discuss future goals and give ideas, introduce people who were down, but made it with help. Take them out to see vocational students.

POPULATIONS: I think dropouts come from every type of home, just give me a youth with a lot of failure and look out. Most come from poor black, spanish families and are sometimes following the footsteps of their parents. Everyone in the family must be concated and the problem brought out in the open.

CONTACT: Walter R. Wilson
2013 S.E. 3 Street
Deerfield Beach, Florida 33441

CLUSTER: Miami

REFORM CATEGORY: Attendance/Dropout Prevention.

REFORM INITIATIVE: Mandatory Attendance Program.

RATIONALE: Mandatory attendance was implemented because the schools are funded or receive money based on the number of students present. Excessive absenteeism meant that the schools were losing money and ultimately teachers because teachers are hired based on the number of students the system serves.

GOAL: The purpose of the mandatory attendance reform is to get students to come to school on a regular basis.

IMPLEMENTATION: Griffin-Spalding County School System.

PROCESS: If students are absence more than five days in any given quarter, they do not receive credit for courses that they have taken. If they have passed the classes, they may go before a special board and ask them to declare their excuses extenuating circumstances. This is done on an individual basis.

RESOURCES: Attendance is funded by the state of Georgia under Apec. Teachers who serve on the committees are payed out of local funds.

KEY ELEMENTS: Attendance committees are set up on each grade level at the high school 10-12.

POPULATIONS: Students, teachers and parents are involved in this process since parents have to attend the meetings with their children to help substantiate the students reasons for missing school.

CONTACT: Geraldine Jackson
1423 Spellman Avenue
Griffin, Georgia 30223

CLUSTER: Atlanta III

REFORM CATEGORY: Attendance/Dropout Prevention.

REFORM INITIATIVE: Mandatory Counseling Services Program.

RATIONALE: Mandatory counseling services were included in the In-School Suspension Program in order to serve as a preventative means for further misconduct. This is done by certified guidance counselors. Counselors will have an opportunity to evaluate each individual case as well as get parents involved in these sessions. This is an implemented approach to encourage the school and have to work together to improve behavior in the classroom as well as at home.

GOAL: To teach students the possible consequences of their actions as well as help to enable them to develop positive attitudes about themselves as well as their surroundings: to decrease the number of out-of-school suspensions at the middle school level.

IMPLEMENTATION LEVEL: Robeson County School System - (Middle School Levels)

PROCESS: In order for a student at the middle school level to be assigned to In-School Suspension Program the principal and parent must meet together. The principal must explain the prescribed strategy to the parent. A mutual agreement must be met. Mandatory counseling is a requirement for exit from the Program. Counseling services are provided the last one-half day in the Program. Parents are invited to come out to these sessions with the student but parental attendance is not a requirement. Counselors try and walk through the misconduct offense with the student as well as through the purpose of In-School Suspension. During these sessions, students must exhibit knowledge of districts, school policies in the sessions with the counselors.

RESOURCES: Counseling services are state funded in the In-School Suspension Program.

KEY ELEMENTS: Small group instruction...individualized instruction... mandatory attendance/counseling...parental involvement...principal/parent/student/counselor conferences.

POPULATIONS: This reform initiative involves several populations all of which are vital to the success of the program: middle school students, parents, guidance counselors, principals.

CONTACT: Rona Leach
412 East Saunders Street
Maxton, North Carolina 38264

CLUSTER: Raleigh

REFORM CATEGORY: Attendance/Dropout Prevention.

REFORM INITIATIVE: No Attendance No Credit Program.

RATIONALE: Students with excessive absences, many of which were excused, were passing classes without having mastered the basic competencies of those classes.

GOAL: The goal is to increase the likelihood that all students who pass a class will have mastered the basic competencies of that class.

IMPLEMENTATION: High schools.

PROCESS: Careful attendance records are kept. The computer program automatically denies credit - despite the grade -- where minimum number of absences is exceeded. Passing a test of basic competencies of the course will override denial of the credit.

RESOURCES: Part of basic operations.

KEY ELEMENTS: Teacher records.
Computer program.
Adjustment to activities program (pep rallies, etc.)

POPULATIONS: Students.

CONTACT: Jacquelyn S. Cake
4434 N.W. 19th Avenue
Gainesville, Florida 32605

CLUSTER: Gainesville II

REFORM CATEGORY: Attendance/Dropout Prevention.

REFORM INITIATIVE: Require 80 Days Attendance Per Semester for Grades Program.

RATIONALE: When there was no policy (board) that stated a required number of days for grades, parents with influence could talk teachers and administrators into giving grades. With a board policy, teachers cannot be coerced.

GOAL: Students will learn better if they attend better. Better attendance will retard the number of dropouts. More money (financial assistance) is received by the board of education when more student attend school.

IMPLEMENTATION: Barrow County Georgia is the system. The policies are made by the representatives of the system, (Barrow County Board of Education). The sub-system is the individual schools where the system policies are carred out. The elementary schools would work differently in attendance policies from the middle school and high school.

PROCESS: When a student is absent a certain number of days, a letter is written to the parent by the principal. If absences continue, a report is made to the school social worker. A conference is held with the parent and student and may include counselor (high school), principal and/or teacher.

RESOURCES: Very little money is needed to undertake this reform above the already hired personnel. Sometimes a significantly small amount of money may be needed to reward students who begin to show improvement in attendance.

KEY ELEMENTS: Better attitudes on the part of teachers and counselors in some cases. The ability of parents see the importance of attendance for their children and a more cooperative attitude. More conferences and home visits to help students see the need for an education.

POPULATIONS: Parents who did not attend school regularly and dropped out of school have children who are poor attenders and drop out at an early age in many cases.

CONTACT: Grady Hicks
Route 1, Box 40
Bishop, Georgia 30621

CLUSTER: Atlanta III

REFORM CATEGORY: Attendance/Dropout Prevention.

REFORM INITIATIVE: Students at Risk Program.

RATIONALE: Pressure from community-citizen groups, grand jury report, professionals helped initiatee the awareness of a need in the area. An overall action plan developed in corporating these and other listed initiatives i.e. Students at Risk Program.

GOAL: Increase student academic and social successes as measure by grades, attitudes, attendance, conduct, etc.

IMPLEMENTATION: At the school level/pilot project district directed.

PROCESS: Selected/targeted Junior Highs were funded to provide 1:15 ratio to emphasis basic curriculum and special addition counseling/behavior modification/incentives/and core groups activities with common teachers.

RESOURCES: District funding matched with school allocated units for basic instruction.

KEY ELEMENTS: Additional teachers, fund for incentives/rewards, peer counseling class daily, high parent contact/impact.

POPULATIONS: Parents, the community and the educational establishment recognize the need to address persistent problems that tend to develop patterns associated with students who drop out.

CONTACT: George Latham Ellis
8415 S.W. 107th Avenue
Miami, Florida 33143

CLUSTER: Gainesville II

CAREER LADDER/MASTERY TEACHER

REFORM CATEGORY: Career Ladder/Master Teacher.

REFORM INITIATIVE: Career Ladder Compensation Program.

RATIONALE: It is being tested in a limited number of districts. It is seen as responding to many of the objections to merit pay plans for teachers. It goes beyond a simple merit pay system.

GOAL: To provide additional compensation for clearly superior teachers without disturbing the "normal" pay scale.

IMPLEMENTATION: All grades K-12. Elementary, Middle and High Schools.

PROCESS: Based on teacher application are satisfying the requirements for the various steps in the career ladder. Evaluation a significant administrative load.

RESOURCES: At this time, by State grant.

KEY ELEMENTS: Additional compensation for superior teachers who voluntarily meet the requirements for advancement "up" the career ladder.

POPULATIONS: All - to the extent of being an effort to improve education provided for students.

CONTACT: Paul Ellis Coke
13118 Paintbrush Drive
Sun City West, Arizona 85375

CLUSTER: Phoenix III

REFORM CATEGORY: Career Ladder/Master Teacher.

REFORM INITIATIVE: Support Team Program.

RATIONALE: Support team concept was started. The main reason for a support team was to enable teachers to help teachers.

GOAL: The purpose of this initiative is to provide teachers a method of collaboration with peers and, eventually, provide career ladders for teachers.

IMPLEMENTATION LEVEL: Lewiston, Maine School Department

PROCESS: Five (5) individuals are chosen by a master teacher candidate (three are usually teachers, one administrator, and one outside consultant (i.e. Bates College professor). These five support team members assist the master teacher in accomplishing their proposed TAP (Teacher Action Plan).

RESOURCES: Locally funded and augmented with a State of Maine Innovative Grant.

KEY ELEMENTS: Collaborative effort between teachers, administrators, outside consultants in the areas of: staff development, observation, planning, training, curriculum development.

POPULATIONS: This initiative presently involves nearly sixty (60) teachers and administrators. The eventual number will include nearly four-hundred (400) professional staff and nearly fifty-eight hundred (5800) students.

CONTACT: James J. Tracey
36 Oak Street
Lewiston, Maine 04240

CLUSTER: Maine

REFORM CATEGORY: Career Ladder/Master Teacher.

REFORM INITIATIVE: Teacher Training Program.

RATIONALE: Teacher training was required in that it was felt that by teachers demonstrating certain competencies, that overall teaching - learning process would improve.

GOAL: To increase student achievement.

IMPLEMENTATION: Local system (LEA).

PROCESS: Teachers and evaluators receive training.
Evaluators assess teachers.
Summative conference is held to rate teacher.
Teacher is recommended (or not recommended) for the career ladder.

RESOURCES: State funds.

KEY ELEMENTS: Monies for evaluator positions were needed. Additional state funds to provide a pay increase for teachers/administrators who qualify for the ladder are needed.

POPULATIONS: Teachers, administrators, students and parents.

CONTACT: Laura Leigh Spence Lofts
214 White Oak Drive
Wilmington, North Carolina 28403

CLUSTER: Raleigh

EARLY CHILDHOOD EDUCATION

REFORM CATEGORY: Early Childhood Education.

REFORM INITIATIVE: Early Prevention of School Failure Program.

RATIONALE: Early Prevention of School Failure was begun in kindergarten because learning needs must be diagnosed early and remediation strategies implemented before children are thrust into structured settings and situations that foster failure in school.

GOAL: To identify young children who need additional support for success in school.

IMPLEMENTATION: Selected elementary schools in the Indianapolis Public Schools. We are implementing the program at School 102 where I am principal.

PROCESS: In-service was provided; a support teacm assisted with screening and diagnosis; computer profiles were provided for each child; learning stations are used; remediation strategies are used; on-going assessment is conducted; teacher is aided by volunteers.

RESOURCES: Lilly Foundation; IPS General Fund; State Grant money; and Junior League of Indianapolis.

KEY ELEMENTS: Support staff to assist teacher; special materials; dedicated; caring kindergarten teacher.

POPULATIONS: Eleven elementary schools in IPS are piloting the Early Prevention of School Failure for kindergarten children.

CONTACT: Georgia A. Bowman
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Indianapolis, Indiana 46239

CLUSTER: Indianapolis

REFORM CATEGORY: Early Childhood Education.

REFORM INITIATIVE: Full-day Kindergarten Program.

RATIONALE: Full-Day Kindergarten: In the State of Illinois, full-day kindergarten is now a viable option for school districts. The viability relates to the State providing full-day funding for full-day kindergarten beginning with September, 1986. Previously, districts could offer full-day kindergarten but would receive only half-day funding. The change in funding was a response to districts who were, or wish to provide a full-day kindergarten format for one or more of the following reasons:

1. Meet the child care needs of parents in the community.
2. To address transportation concerns.
3. To provide an extended program based on availability of staff and housing in districts with declining enrollment.
4. To provide additional educational experiences for developmentally delayed and/or environmentally deprived students.
5. To provide an expanded kindergarten curriculum experience.

GOAL: The purpose of this reform is to allow districts to receive financial support for programs designed to meet the needs of the community and children at the kindergarten-age level.

IMPLEMENTATION: Public Schools.

PROCESS: School districts in Illinois can, with the opening of the 1986/87 school year, operate full-day kindergarten programs for which they will receive funding. Current funding guidelines allow districts only to claim half-day reimbursement, even if full-day programs are provided. Illinois provides for funding through average daily attendance. Previously, only half-day of attendance could be claimed for kindergarten programs regardless of the length of the school day. The reform allows the districts to claim full-day average daily attendance for kindergarten programs that operate on a full-day basis.

RESOURCES: This will be funded by the State of Illinois through the Illinois Education Reform Act.

KEY ELEMENTS: Additional staff, expanded curriculum, re-defined purpose of kindergarten program, resources.

POPULATIONS: Students, parents, teachers.

CONTACT: Johanne Edith Rowe Dittman
316 South Rosedale Court
Round Lake, Illinois 60073

CLUSTER: Waukegan IV

REFORM CATEGORY: Early Childhood Education.

REFORM INITIATIVE: Full-day Kindergarten Program.

RATIONALE: The decision by the legislators to fund full day kindergarten program is tied to the view that children who attend kindergarten truly get a "head-start." Researchers has shown that early education is a vehicle for preventing poor academic performance by students in later years.

GOAL: To provide a uniform kindergarten program for all students.

IMPLEMENTATION: State-wide implementation.

PROCESS: Funds are allocated by the state legislators and will be implemented at the local school level by a specified date. Each school must implement full day kindergartens.

RESOURCES: Funds are allocate by the state.

KEY ELEMENTS: A teacher and an aide are allocated per 20 students. Therefore, additional kindergarten teachers and aides must be hired. Aidres must be trained; additional classrooms added to some schools.

POPULATIONS: Parents, School Board members, Superintendents, teachers, coordinators, school administrators.

CONTACT: Gloria D. Jones
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East Point, Georgia 30344

CLUSTER: Atlanta III

REFORM CATEGORY: Early Childhood Education.

REFORM INITIATIVE: Mandatory Kindergarten Program.

RATIONALE: Mandatory kindergarten was implemeted because the first grade curriculum is structured now so that children must enter first grade "ready." Children need the emotional and social adjustment as well as the academic criteria.

GOAL: All students who reach age five on or before November 1 of each school year shall attend a public or private kindergarten unless the parent(s) sign a waiver.

IMPLEMENTATION LEVEL: This is being implemented in the state of South Carolina.

PROCESS: Require all five year olds who turn five on or before November 1 to attend public or private kindergarten. Four-year-old child development programs provided for "high risk" students. News releases are run prior to kindergarten registration each spring. Enrollees are checked with local health department records. All students known to be five on or before November 1 are enrolled in kindergarten unless the parent(s) sign a waiver. It has worked well - no known problems.

RESOURCES: Mandatory kindergarten is part of the Education Improvement Act and, as such as state funded.

KEY ELEMENTS: Additional teachers, additional aides, more space for rooms, more materials.

POPULATIONS: The parents have been very supportive of mandatory kindergarten. The students seem well-adjusted and the teachers like formal education starting at age five. Children are more prepared for kindergarten now than they used to be.

CONTACT: Sharon W. Keesley
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Edgefield, South Carolina 29824

CLUSTER: Columbia

REFORM CATEGORY: Early Childhood Education.

REFORM INITIATIVE: Pre-School Screening Program.

RATIONALE: Maine is a rural state. Although pre-school screening has been mandated since 1975 it exists in a variety of forms and caries as to efficiency. Placing children according to readiness is still a foreign idea to many systems in Maine.

GOAL: To design an appropriate educational experience for each child according to his/her readiness. To provide monies to implement additional programs necessary to accomplish the former.

IMPLEMENTATION: Although the impetus for screening is initiated at the state level, actual implementation happens at the district and more specifically the building level.

PROCESS: At this point no regulations have come forth regarding a "standardization" of screening and assessment. Grant apparatus is already in place for early childhood programs.

RESOURCES: Screening is funded locally however, state funds have been made available through early childhood grants and appropriations to expand Head Start Programs.

KEY ELEMENTS: Training for teachers/administrators is the key component in screening assessment and placement.

POPULATIONS: Although students are the key population to be affected, parents and teachers also must be involved and informed.

CONTACT: Mary Ellen Waters
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Raymond, Maine 04071

CLUSTER: Maine

REFORM CATEGORY: Early Childhood Education.

REFORM INITIATIVE: Screening "at risk" Students Program.

RATIONALE: It is believed by state officials that "students entering the schools in the next twenty years, as a group, will be poorer, more ethnically and linguistically diverse, and have more handicaps that will affect their ability to learn than any other group of students to ever pass through our schools."

GOAL: 1. To identify children from "disadvantaged environments" who are "at risk" of academic failure.
2. To prepare these students for academic success.

IMPLEMENTATION: The State General Assembly appropriates funds. The State Board of Education grants funds to local school districts. Local school districts may operate preschool programs and/or sub-contract with private schools, not-for-profit corporations and other government agencies. In Chicago, only the district public schools are currently involved in implementation.

PROCESS: Local districts submitted proposals to the State Board of Education. Schools indicated interest to local districts. Staff have been assigned. Parents have brought children in for screening. Schools and parents are waiting for furniture and equipment to arrive so that the children can actually start coming to school.

RESOURCES: The State appropriated $12,000,00 for 1985-86 statewide. The State Board of Education is requesting $58,000,000 for 1986-87.

KEY ELEMENTS: 1. Training and certification of early childhood education teachers.
2. Recruitment and screening of children.
3. Parent involvement.
4. Development of evaluation tools.
5. Periodic reports on student progress to State legislature.

POPULATIONS: This initiative is aimed at parents and students who come from what are viewed as "disadvantaged environments." Moreoever, the students must be evaluated and identified as being "at risk" of academic failure. (poor students, Blacks and Hispanics)

CONTACT: Richard Kerr
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Chicago, Illinois 60617

CLUSTER: Waukegan IV

IMPROVE TEACHER PREPARATION

REFORM CATEGORY: Improve Teacher Preparation.

REFORM INITIATIVE: Alternative Certification of Teachers Program.

RATIONALE: Shortage of qualified teachers, numers of well-qualified college graduates available but not certified.

GOAL: Increase the poor of well-prepared teachers.

IMPLEMENTATION: State Department of Education, all Public School Districts in the State of New Jersey.

PROCESS: 1) College graduates applies to States, takes qualifying exam. 2) College graduates gains employment in Public School District which agrees to supervise and evaluate candidate. 3) Candidate teachers on year under close supervision; also takes selected courses. 4) School District recommends certification (or not) to State.

RESOURCES: 1) Locally. 2) Limited grants. 3) By individual.

KEY ELEMENTS: 1) Participating schools (voluntary, not mandate). 2) Supervising teachers - time contraints. 3) Cooperation of teacher-training institutions.

POPULATIONS: Teachers, students.

CONTACT: Joseph Della Badia
c/o Chatam Township
School District
233 Lafayette Avenue
Chatam, New Jersey 07928

CLUSTER: Wilmington IV

REFORM CATEGORY: Improve Teacher Preparation.

REFORM INITIATIVE: Alternative Certification Program.

RATIONALE: Alternative certification-to secure competent teachers in difficult areas of certification (Math/Science/Bi-lingual).

GOAL: To secure high quality, knowledgeable professionals in areas where it was difficult to find certified teachers.

IMPLEMENTATION: New Jersey public schools-grades K-12.

PROCESS: Individuals with an undergraduate degree and several years experience in a needed field are given a one-year on-the-job practicum teaching experience under the direction of a master teacher and administration. They additionally attend education centers two or three times per week for technique classes. They must also take a competency test.

RESOURCES: Local school districts and New Jersey State Department of Education.

KEY ELEMENTS: Supervisory teachers, personnel for teacher centers, administrators must submit an approved plan of certification process for alternative program to local county office of ed.

POPULATIONS: Teachers, students administration, state and city ed. officials.

CONTACT: Karen R. Springer
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Williamstown, New Jersey 08094

CLUSTER: Wilmington III

REFORM CATEGORY: Improve Teacher Preparation.

REFORM INITIATIVE: Beginning Teacher Program.

RATIONALE: Graduation coming from the teaching colleges were not ready or able to be effective teachers.

GOAL: To improve effective teaching capabilities of teachers.

IMPLEMENTATION: System-state, sub-system local school districts.

PROCESS: The beginning teacher program is tied into state certification. If a teacher is not certified then he or she must participate in the beginning teacher program. If a teacher holds certification from another state they are eligible for the 90 day program.

RESOURCES: State and local funds.

KEY ELEMENTS: The support team which is composed of a building level administrator, a peer teacher and another professional educator.

POPULATIONS: Pre-service teachers.

CONTACT: Janice Bice
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Gainesville, Florida 32606

CLUSTER: Gainesville II

REFORM CATEGORY: Improve Teacher Preparation.

REFORM INITIATIVE: Competency Tests for Teachers Program.

RATIONALE: Competency tests for teachers were developed by several states as a result of the implication that low student scores on standardized tests (e.g., the SAT) resulted from inadequate instruction.

GOAL: Goals of teacher competency testing are to "weed out" poor or inadequately trained teachers, identify patterns of weakness, adjust university training to better prepare teacher candidates.

IMPLEMENTATION: It began at the state level, is beginning to affect the university level. States were responding to pressure from critics / reformers both within and without the field of education.

PROCESS: As states require specific skills of teachers before granting certification, teacher training institutions are beginning to offer courses which teach those skills, require more field experiences, set higher/different standards for entry into college of education, and listen to (survey) public school needs.

RESOURCES: State monies, student tuition supply direct costs.

KEY ELEMENTS: Fewer general education courses fro elementary teachers required training in a specific discipline, more and better (i.e., participatory) field experiences, more training in methods for secondary level teachers, evaluation of university staff, higher gpa's required.

POPULATIONS: Teacher candidates and their instructors are primarily involved; state personnel are responsible for granting certification and monitoring teacher testing.

CONTACT: Carol E. Hill
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Apache Junction, Arizona 85220

CLUSTER: Phoenix III

REFORM CATEGORY: Improve Teacher Preparation.

REFORM INITIATIVE: Improve Teacher Competency Program.

RATIONALE: To improve Teacher Competency was implemented because it had been documented that in several instances teachers did not exhibit basic knowledge to function in an academic world. It was proven that teachers would need to have mastery of their subject fields to impast knowledge to students. Accountability has been a necessity for teachers for many years.

GOAL: The purpose of improving teacher competencies through improved education courses could lead to improvement in student performance and should restore some of the respect that has been lost by the teaching profession.

IMPLEMENTATION: State, local school systems and Higher Education Institutions in the states are initiating the reform movements.

PROCESS: College personnel, State Representatives and Local School personnell are meeting, discussing and agreeing on what steps should be taken to implement the plan. College (Teacher Preparation) courses are being improved. Teacher Competency Test are being developed to test mastery. Local School Systems are offering teacher training courses and workshops.

RESOURCES: Ninety percent of the reform initiative to improve teacher compentency is funded by the state. The local school system in Georgia pays approximately ten percent.

KEY ELEMENTS: Key school administrative staff; College Staffs; time and space for classes.

POPULATIONS: Elementary and high school teachers; consultants; college and administrative staff.

CONTACT: Ernestine Smith
637 Lyric Way, N.W.
Atlanta, Georgia 30318

CLUSTER: Atlanta III

CATEGORY: Improve Teacher Preparation.

REFORM INITIATIVE: Initial Certification Program.

RATIONALE: Initial certification program - in North Carolina, this program reduces the chance of granting tenure to incompetent teachers because they are observed and evaluated for five years rather than three years.

GOAL: The Initial Certification Program is designed to offer the necessary support for an individual's professional growth during the first two years of employment.

IMPLEMENTATION: LEA's

PROCESS: Before an individual in North Carolina can be initially certified he/she must successfully complete the Initial Certification Program which includes effective teacher training, frequent observations and conferences, intensive assistance from principal and mentor and development of a professional development plan.

RESOURCES: State funds.

KEY ELEMENTS: Effective teacher training, frequent observation and conferences, assistance from principal and mentor, and professional development plan.

POPULATIONS: Beginning teachers.

CONTACT: John Reynolds Streb
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St. Pauls, North Carolina 28384

CLUSTER: Raleigh

REFORM CATEGORY: Improve Teacher Preparation.

REFORM INITIATIVE: New Teachers Required to Pass State Administered Test in Order to Become Certified Program.

RATIONALE: The reform initiatve of testing prospective new teachers was implemented in an attempt to identify and prevent poorly prepared candidates from entering the teaching profession and the classroom. This procedure centralizes control over the selection process of classroom teachers and served an an indicator of thfe quality of education provided at colleges where prospective teachers receive training.

GOAL: The purpose of testing prospective new teachers is to improve the quality of teachers based on selected competencies.

IMPLEMENTATION: The testing program for prospective new teachers is designed, administered and scored by the State Department of Education at the central office (state) level.

PROCESS: All new prospective teachers who have completed college-degree requirements must complete and submit a formal application to the State Department of Education for permission to take the test. The State Department of Education will verify credentials and assign date, place and time applicant will take the test if all requirements are met. The test will be scored and dissimulated to concerned candidate by State Department of Education.

RESOURCES: The reform initiative is funded completed by the State Department of Education.

KEY ELEMENTS: Provide that all new teachers who will be certified will possess minimum competencies as validated by test; provide a standard of competencies required of all prospective teachers graduating from colleges throughout the nation; serve as an evaluation and assessment for colleges where teacher preparations are provided.

POPULATIONS: Will impact most on prospective new and future teachers.

CONTACT: Samuel Lee Hill
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CLUSTER: Macon

REFORM CATEGORY: Improve Teacher Preparation.

REFORM INITIATIVE: Raise Standards for Permanent Certification Program.

RATIONALE: Raise standards for permanent certification: three years successful teaching experience plus 24 credited (graduate or post-graduate), purpose: to improve teaching profession by raising standards.

GOAL: Encourage teachers to earn a master's degree, develop and improve as a teacher.

IMPLEMENTATION: Commonwealth of Pennsylvania.

PROCESS: Teachers are required to earn 24 credits within three years to quality for permanent certification. Three successful years of teaching and 24 credits earns a permanent teaching certificate. Failure results in termination of employment.

RESOURCES: Funding is VIA negotiated contracts i.e. credit reimbursement and salary schedule placement.

KEY ELEMENTS: State mandated and enforced - key: permanent teaching-certificate endorsed by all school districts within Commonwealth colleges and universities structures programs to accomodate teachers.

POPULATIONS: Students and parents aware of young teachers continuing to attend colleges and universities to improve their own status and ultimately that of the teaching profession.

CONTACT: James W. Calabrese
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Pittsburgh, Pennsylvania 15239

CLUSTER: South Park III

REFORM CATEGORY: Improve Teacher Preparation.

REFORM INITIATIVE: Teacher Competency Testing Program.

RATIONALE: Teacher competency testing became necessary as there has been a decline in the quality of those entering the teaching profession since the 1970's.

GOAL: To screen out incompetents and to assure the public of the quality of our teachers.

IMPLEMENTATION: Through the state office of teacher certification.

PROCESS: Teachers must take and pass a test of subject knowledge such as the National Teachers Examination in addition to meeting all other teacher certification requirements.

RESOURCES: Teacher candidates must pay the required fees for testing and for processing of the certificate.

KEY ELEMENTS: Setting state standards for the exam, providing for test administration, and communicating requirements to prospective teachers and employers.

POPULATIONS: Prospective teachers.

CONTACT: Walter H. Tylicki
620 Amherst Roa
Linden, New Jersey 07036

CLUSTER: Wilmington IV

REFORM CATEGORY: Improve Teacher Preparation.

REFORM INITIATIVE: Test Practicing Teachers Program.

RATIONALE: Student scores falling, students could not read, write, nor figure. Some good teachers and some bad teachers.

GOAL: To weed out weak teachers, reward strong teachers.

IMPLEMENTATION: Current teachers are being tested - certificate cancelled if failed. Education majors pass test to be accepted (at junior level) and must pass test upon graduation.

PROCESS: March 10, 1986 all teachers and administrators will take TECAT (240,000). Post-secondary institution are implementing testing.

RESOURCES: State estimated $7,000,000.00 to administer the TECAT. Colleges are funded by State.

KEY ELEMENTS: Certification (lifetime) will be cancelled on current teacher. Will not be issued if standards are not reached.

POPULATIONS: 3.4 million students will be led by 240,000 school teacher and administrators who are sharper in focus to: time on task, essential elements to on target evaluations (four each year on teachers) (mastery of identified skills of students).

CONTACT: Doyel E. Chandler
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Kirbyville, Texas 75956

CLUSTER: Dallas IV B

REFORM CATEGORY: Improve Teacher Preparation.

REFORM INITIATIVE: Written Proficiency Testing Program.

RATIONALE: Staff development for teachers: Teachers have not been prepared to teach writing - they have had little or no training in college, and feel uncomfortable in teaching writing. They know little about the alternatives they can use to deal with the added paperwork.

GOAL: The goal of providing staff development for teachers is to familiarize them with the "process approach" to teaching writing, allow them to become competent with the process so they will feel comfortable with it, and become knowledgeable of alternatives for excessive paperwork.

IMPLEMENTATION: This is carried out on a sub-system level. (Individual system within state).

PROCESS: Teachers are given staff-development, after which they are responsible for teaching writing through the "process approach" in their classroom.

RESOURCES: Chapter II funds and on a local system level.

KEY ELEMENTS: Staff development.
Added materials.

POPULATIONS: Students primary recipients of this initiative.

CONTACT: Edwin Swain Pope
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Patterson, Georgia 31557

CLUSTER: Jacksonville IV

INNOVATIVE PROGRAMS/INCENTIVES

REFORM CATEGORY: Innovative Programs/Incentives.

REFORM INITIATIVE: Alternative/Magnet Schools Program.

RATIONALE: Magnet Schools were implemented in Richmond County to address the diverse needs of students in the community. Augusta, a metropolitan area of 300,000 people, is a highly industrialized area. It is also a center for the arts. Consequently, schools were set up to introduce children to these areas.

GOAL: To introduce students to the arts, health professions science, and engineerying fields through course work and practical application in order to prepare students for those areas. Hopefully, these students will return to the community to work in these areas.

IMPLEMENTATION: Richmond County (Augusta, Georgia) - we have three magnet schools: C. T. Walker Elementry (a traditional elementary which emphasizes "back to the basics"), A. R. Johnson Health Professional and Engineering High School and John S. Davidson Fine Arts High School.

PROCESS: The schools are set up on inner-city schools so that all students can participate. They operate on the same requirements as the other schools such as 21 units for graduation. But the course work is different, addressing the particular needs of the school.

RESOURCES: They are funded primarily with federal funds from a special project and supplemented by local funds from the LEA.

KEY ELEMENTS: Teachers highly trained in those topic areas such as drama, a doctor for pre-med, a dentist for dental hygience and pre-dentistry and a dance teacher for dancing. The classes are very small ten to fifteen students to give attention and direction to the needs of students.

POPULATIONS: Students, parents, teachers, local Medical College of Georgia: School of Dentistry; School of Medicine School of Nursing.

CONTACT: Georgette T. Magwood
3639 Massoit Drive
Augusta, Georgia 30906

CLUSTER: Macon

REFORM CATEGORY: Innovative Programs/Incentives.

REFORM INITIATIVE: Voucher Program.

RATIONALE: Supporters of voucher systems have included both liberals and conservatives with freedom of choice in school selection being the basic philosophy.

GOAL: Communities become involved in both the selection and operation of schools. Each family receives money vouchers for school aged children good for a year of education at the school of their choice.

IMPLEMENTATION: Magnet schools were established in some cities to distribute and desegregate schools on the basis of special interests or talents: science, math, art, music and vocational education. Structural changes at the system level (magnet schools); the school level (tracking students); and the classroom level (alternative curriculum models).

PROCESS: Communities become involved in both the selection and operation of schools. Each family receives money vouchers for school aged children good for a year of education at the school of their choice.

RESOURCES: Each school would receive vouchers, and in addition would be eligible for federal aid (such as compensatory education) if it met federal desegregation guidelines.

KEY ELEMENTS:

A. Vouchers could be used to maintain segregation by allowing parents to choose all-white schools, and schools to select to some extent, which students to admit.

B. Private schools, such as parochial schools would be supported by public funds and would create further divisions in society.

C. Planning and staffing would be difficult.

POPULATIONS: Government, parents and students.

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CLUSTER: Atlanta III

LENGTHEN SCHOOL DAY/YEAR

REFORM CATEGORY: Lengthen School Day/Year.

REFORM INITIATIVE: Longer Day, Longer Year Program.

RATIONALE: Schools received additional funds to implement longer day and longer year. They had three years to implement the longer day.

GOAL: Time on task - the more time spent in school receiving direct instruction the higher the achievement.

IMPLEMENTATION LEVEL: K-12 school districts

PROCESS: Districts had to extend the school year to 180 days in 1983-84 in order to receive funds. Districts had three years to reach the extended day requirements. They had to increase by at least one-third of the time in each of the three years.

RESOURCES: State budget.

KEY ELEMENTS: Extended year 180 days...minutes - kindergarten 36,000 minutes...Grades 1-3 50,400...Grades 4-8 54,000...Grades 9-12 - 64,800 minutes within three years.

POPULATIONS: Teachers - negotiated to be compensated for the longer day and longer year. Students were affected. Parents were positive about this reform.

CONTACT: Patricia J. Raney
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Sebastopol, California 95472

CLUSTER: San Francisco Bay Area II

REFORM CATEGORY: Lengthen School Day/Year.

REFORM INITIATIVE: Longer School Day Program.

RATIONALE: Because so many students were leaving school so poorly prepared.

GOAL: To keep students in school longer and to ensure that teachers have the amount of time they need to do their jobs.

IMPLEMENTATION: Entire state of North Carolina 1986-87 school year.

PROCESS: Mandate from state; mandate from division superintendent; supervised by prinaipals. Planning is close to make sure all school tenure comply and that all administrators are knowledgeable of the requirement.

RESOURCES: Local dollars.

KEY ELEMENTS: More varience in school starting and ending times.

POPULATIONS: Students are most affected.

CONTACT: Ninion Windsor Eagle
500 Lincolnton Road
Salisburg, North Carolina 28144

CLUSTER: Raleigh

REFORM CATEGORY: Lengthen School Day/Year.

REFORM INITIATIVE: Mandated Seventh Period Day Program.

RATIONALE: It was enacted because the legislature and the business community believed it would improve the quality of education.

GOAL: The legislature and business community believed that "MORE" equaled quality.

IMPLEMENTATION: High Schools of Florida

PROCESS: The seven period day is being implemented in my district as mandated by the legislature.

RESOURCES: Partly by the state, but mostly by the local school district.

KEY ELEMENTS: It is costing the Hillsborough County School District an additional 3 1/2 to 4 million dollars per year from district funds.

POPULATIONS: Students have more classes and it is causing marginal students to drop out.

CONTACT: James Kelly Lyles
419 Dunedin Circle
Temple Terrace, Florida 33617

CLUSTER: Central Florida

REFORM CATEGORY: Lengthen School Day/Year.

REFORM INITIATIVE: Minimum Number of Minutes of Instruction Program.

RATIONALE: In most industrialized nations the amount of classroom time devoted to core academic subjects is several times greater than the time spent in our schools. Students in these countries are introduced earlier to reading, mathematics, and science than our children.

GOAL: A) The teaching of mathematics should equip graduates to (1) understand geometric and algebraic concepts, (2) understand elementary probability and statistics, (3) apply mathematics in everyday situations, and (4) estimate approximate, measure, and test the accuracy of their calculations. B) The teaching of science should equip graduates to (1) understand the concepts, laws, and processed of the biological sciences, (2) understand the methods of scientific inquiry, (3) apply science to everyday life, and (4) understand the social and environmental implementation of scientific and technological development.

IMPLEMENTATION: Public Schools - grades K-12. (specifically 9-12).

PROCESS: Local school districts should revise their elementary level schedules to provide consistent and sustained attention to mathematics, science, and technology. This will require that the school day and/or week and year be substantially lengthened.

RESOURCES: Appeal to local businesses, colleges, and foundations.

KEY ELEMENTS: A) Update textbooks and upgrade teaching materials, B) Lengthen school day and year, C) Procure additional teachers.

POPULATIONS: A) Principals and staffs at the local school should have more control over their own budgets. Every principal should have a "School Improvement Fund," descretionary money to provide time and materials for program development and staff in-service, B) Parent-Teacher-Student Advisory Councils should be established at all schools. Further, a Parent Volunteer Program shall be organized to tutor students, provide teacher aides, and supply other administrative, counseling, and clerical support.

CONTACT: Gerald Zinner
R.D. #4, Box 236
Lehighton, Pennsylvania 18235

CLUSTER: Williamsport III

REFORM CATEGORY: Lengthen School Day/Year.

REFORM INITIATIVE: Seven Period Day Program.

RATIONALE: It was necessary to change the length of six class periods by reducing each by seven minutes to create a 42 minute seventh period. The seventh period class was instituted to for more electives.

GOAL: The overall purpose of the seventh period was to allow student more flexibility of election of courses (foreign languages and related arts).

IMPLEMENTATION: Senior High School.

PROCESS: The reform works as did the sixth period day with the difference being more classes available but for shorter periods of time.

RESOURCES: There were not additional course involved. Opening and closing school times remained the same and no additional staffing or transportation was necessary.

KEY ELEMENTS: The key elements in this reform involved cooperation on the part of students, teachers, parents and the administration.

POPULATIONS: Students were eager to take more courses in foreign language and sciences as well as related arts. A seventh period day help, to satisfy that need.

CONTACT: MacArthur Jones
Post Office Box 246
Huntingtown, Maryland 20639

CLUSTER: Potomac II

REFORM CATEGORY: Lengthen School Day/Year.

REFORM INITIATIVE: Student Nourishment Program.

RATIONALE: Elementary students are leaving home at 7:00 a.m. and eating school lunch at 12:20 p.m.; the school then had to assume the responsibility of providing mid-day nourishment.

GOAL: To maintain student health (blood sugar levels) by providing nourishment.

IMPLEMENTATION: Elementary school K-6.

PROCESS: Time for mid-day nourishment was found by adding a "extra" recess to the elementary schedule. The students have opportunity to eat the snack they brought from home.

RESOURCES: Parents purchase all snacks.

KEY ELEMENTS: In effect, 50 percent of the time added to lengthen the school day is spent in "recess" (to eat a snack). Teachers supervise this activity.

POPULATIONS: Students spend more time at school, yet basic health needs (adequate nourishment) consumes much of the time.

CONTACT: David E. Losey
702 South Penn Street
Sellersburg, Pennsylvania 47172

CLUSTER: Indianapolis

MATH/SCIENCE/COMPUTER INITIATIVES

REFORM CATEGORY: Math/Science/Computer Initiatives.

REFORM INITIATIVE: Computer Literacy Program.

RATIONALE: The implementation for Computer Literacy has been fragmented as well as inconsistent in practice. A survey of elementary school in a particular feeder pattens shows multiple approaches to Computer Literacy are being utilized. Computer Literacy in elementary schools is effected by availability of hardware and software. Also the ratio of computer stations to students varies from one to 300 to one to 50. Further, budgetory restirictions may limit a school's ability to purchase needed equipment, paraphernalia, and software to effect a sound program.

GOAL: The most important purpose of these reform initiatives is to meet state mandated requirements for Computer Literacy which will be tested beginning 1987.

IMPLEMENTATION: Elementary, junior, and senior high schools. Gate posts have been established by the state to check competency levels in Computer Literacy at grades three, five, eight, and 11.

PROCESS: All schools will use the District compiled Computer Education Curriculum. Actual implementation of it is subject to the individual school site's instructional program capabilities.

RESOURCES: At present, funding is borne by individual school sites.

KEY ELEMENTS: 1. Inserice for teachers, 2. Scheduling available portable equipment into classrooms to allow hands on experience as well as making provisions for leisurely use of permanent computer stations, 3. Provisions for student workbooks to address the pencil/paper aspect of testing for Computer Literacy.

POPULATIONS: Administrators, teachers, students, and parents.

CONTACT: Ruby Johnson
19801 N.W. 40th Court
Miami, Florida 33055

CLUSTER: Miami

REFORM CATEGORY: Math/Science/Computer Initiatives.

REFORM INITIATIVE: Computer Literacy Instruction Program.

RATIONALE: The decision by the Board of Education to fund one quarter of computer literacy, so now it is required by all students in the system that graduate.

GOAL: To provide a uniform computer program for all students.

IMPLEMENTATION: System-wide implementation.

PROCESS: Funds are allocated by the school system and will be implemented at the local school level by a specified date. Each school must implement computer literacy.

RESOURCES: Funds are allocated by the school system.

KEY ELEMENTS: A teacher is allocated per 25 students. Additional teachers and computer equipment must be added.

POPULATIONS: School administrators, teachers, students, parents, Board of Education, superintendent.

CONTACT: Billy R. Jones
3628 Potomac Court
East Point, Georgia 30344

CLUSTER: Atlanta III

REFORM CATEGORY: Math/Science/Computer Initiative.

REFORM INITIATIVE: Preparation for the Hi-Tech Society Program.

RATIONALE: Computer course - to equip/ready students to face hi-tech society; an adjustment that is multi-faceted.

GOAL: 1) Student will know whats available (information/resources).

2) Student will know how to operate hi-tech equipment.

3) Student will appreciate the potential for advancement.

IMPLEMENTATION: High School/Post Secondary Institutions.

PROCESS: Didactive and experiemental training in the lab/classroom with transfer to all of life; vocational, family, leisure.

RESOURCES: Combination federal, state, local for public education. Private philathropy in private schools.

KEY ELEMENTS: Software (program) hardware (equipment) and faculty, teacher training institutions.

POPULATIONS: Students, teacher in-service, teacher training pre-service.

CONTACT: Jerald B. Hubbard
Route 1, Box 561
Norton, Virginia 24273

CLUSTER: Richmond II

REFORM CATEGORY: Math/Science/Computer Initiatives.

REFORM INITIATIVE: Computer Science/Literacy Program.

RATIONALE: The technology nature of our society requires that we increasingly rely on computer systems to gather, interpret, transfer and file information. In response to "A Nation at Risk," schools must provide students with a variety of understandings, skills, and techniques.

GOAL: To prepare students to assume a productive role in a technological society. To enhance computer literacy and classroom instruction. To increase student knowledge about computers and computer programming.

IMPLEMENTATION LEVEL: School System.

PROCESS: All schools, elementary, middle, and high have computer labs. One staff members in each school has been identified and trained to be a computer site coordinator. All students, including exceptional (education are scheduled for lab time to receive instruction in the use of the computers as well as computer assisted instruction (CAI). One elementary school has a program which enables the students to borrow computers to take home.

RESOURCES: The reform initiative is locally funded; use of general funds.

KEY ELEMENTS: Acquired additional computers. Identified a computer site coordinator. Employed two supervisions (elementary and secondary) of Computer Education. Computer orientation sessions for parents. Computer workshops sessions for teachers and administrators. Developed a Computer Curriculum Guide.

POPULATIONS: Parents; elementary, middle, and high school students' teachers and administrators.

CONTACT: Sadie T. Wells
1614 Confederate Avenue
Richmond, Virginia 23227

CLUSTER: Richmond II

REFORM CATEGORY: Math/Science/Computer Initiative.

REFORM INITIATIVE: One Quarter of Keyboarding and One Quarter of Computer Literacy Program.

RATIONALE: It was thought that keyboarding is now a basic skill useful in every area, and that it should be taught prior to another basic, computer literacy, in order to more efficiently utilize costly equipment.

GOAL: 1) To familiarize every student with the keyboard as an input device, 2) To acquaint students with the mechanisms and the uses of the computer.

IMPLEMENTATION: County School System.

PROCESS: All secondary schools require that students taken and pass one quarter of keyboarding and one quarter computer literacy. As a requirement for graduation - an extension exam, however, is provided.

RESOURCES: Primarily local tax monies. However, there has been some Chapter II funding utilized.

KEY ELEMENTS: Primarily, we have retrained existing teachers, we have, however, added a few new ones.

POPULATIONS: Fulton County Schools are offering these courses to students and to parents - parents via adult education.

CONTACT: Wanda R. Daniel
Fulton County Board
of Education
786 Cleveland Avenuem S.W.
Atlanta, Georgia 30315

CLUSTER: Atlanta III

REFORM CATEGORY: Math/Science/Computer Initiatives.

REFORM INITIATIVE: Three Credits in Math and Science Program.

RATIONALE: Although local districts sometimes required more and college-bound students invariably elected more, Pennsylvania required only one (1) credit in both math and science. Many students throughout the state were graduating with only one mtah and one science credit during their last three years of school. They now will need three (3) credits in each during their last four years.

GOAL: To raise the deplorably low levels of computational skills and knowledge of basic science.

IMPLEMENTATION: Local secondary schools.

PROCESS: New math and science courses are being designed and added to high school course offerings as required courses or electives that meet the state requirements.

RESOURCES: Locally! No additional state or federal funding of any consequence is available. Shikellamy School District, for example, received approximately $1/student for strengthening math and science curriculum.

KEY ELEMENTS: Develop new curriculum - hire additional teachers - purchase new texts, equipment, supplies, etc. - equipment additional classrooms - guide students to appropriate courses and maintain records of graduation requirements.

POPULATIONS: All non-college bound students 9-12 and their parents.

CONTACT: Frederick C. Guinn
R.D. 1, Box 341-A
Sunbury, Pennsylvania 17801

CLUSTER: Williamsport III

REFORM CATEGORY: Math/Science/Computer Initiatives.

REFORM INITIATIVE: Three Years of of Math and Science Program.

RATIONALE: The reform initiative which require all students to have three years of Math and Science was implemented to provide a more uniform curriculum and to assure that all students were being exposed to more Math and Science.

GOAL: 1) Improve scores and ACT and SAT test. 2) Provide more background at all students in Math and Science. 3) Help make students more competitive with foreign students.

IMPLEMENTATION: Implemented at the High School and College level.

PROCESS: All students in grades 9-12 are required to take three years of Math and Science. Some courses are required such as Biology, General Science, General Math, and Algebra. The remaining credits are electives.

RESOURCES: The basic FTE (full-time student equivalent) or allocation was increased. There have also been special state funds provided for each school.

KEY ELEMENTS: 1) Additional teachers. 2) More high tech science labs. 3) More remedial Math courses for slow students.

POPULATIONS: Students will benefit from the increased emphasis in Math and Science.

CONTACT: James Alan Surrency
Post Office Box 703
Trenton, Florida 32693

CLUSTER: Gainesville II

PARENT/COMMUNITY INVOLVEMENT

REFORM CATEGORY: Parent/Community Involvement.

REFORM INITIATIVE: Parents as Volunteers Program.

RATIONALE: Better parent relationships with the school will result in their participation and support of education. Student achievement will improve as a result.

GOAL: -to gain parent support for the schools, -to actively involve parents in their children's education, -to help children do better school work.

IMPLEMENTATION: The Elementary School

PROCESS: -parent's and children have signed homework contracts, -parents are volunteering as pupil tutors, -parents and teachers publish school newspaper, -parents volunteer as "child watchers" at bus stops.

RESOURCES: -parent involvement cost very little, -the PTA supplies the small amount of money needed.

KEY ELEMENTS: -good administrative leadership, -responsive teaching staff, -good public relations skills.

POPULATIONS: parents, students, teachers, administrators.

CONTACT: Dennis Blankowitsch
5535 Monocacy Drive
Bethlehem, Pennsylvania 18017

CLUSTER: Williamsport III

REFORM CATEGORY: Parent/Community Involvement.

REFORM INITIATIVE: Total Parental Involvement Program.

RATIONALE: Parents have long felt that they have no voice in school matters.

GOAL: The success of my school or any school is dependent upon the support of parents. Without parent help and support a school is destined to flounder in mediocrity.

IMPLEMENTATION: Elementary K-3 school.

PROCESS: A PTA was formed at my school with emphasis placed on total parent involvement. Committees work toward this end, with the goal of giving parents a voice in the school. These committees have school staff, parents, and community members involved.

RESOURCES: It has been funded in itself and provides funds for the school to initiate additional avenues so that other reforms might be added.

KEY ELEMENTS: The key elements have been good communications and an ability to listen to parental and community needs.

POPULATIONS: This reform initiative has touched all school publics with the emphasis (ultimate) on students.

CONTACT: Anthony L. Parker
233 Vivian Drive
Fayetteville, North Carolina 28301

CLUSTER: Raleigh

PLANNING REQUIREMENTS

REFORM CATEGORY: Planning requirements.

REFORM INITIATIVE: Define Specific Courses That Must be Offered Program.

RATIONALE: There was evidence that all school systems in the state of North Carolina were not offering the same courses. This was due in part to a lack of money. It was felt that the state as a whole could not grow if the total state education system was not upgraded.

GOAL: The goal of requiring specific courses being offered is to assure all the citizens of the state that every child is being given the same "basic" education.

IMPLEMENTATION LEVEL: This initiative is state-wide.

PROCESS: The state has developed a core of courses that every school system must provide. Each system must prove that they are offering such course.

RESOURCES: The initiative is funded by the state legislature.

KEY ELEMENTS: Additional teachers...more instructional supply monies...uniform textbook monies.

POPULATIONS: The parents are being assured that this initiative will guarantee every child a "basic" education. Systems may offer more than the "basic", but the "basic" is the same statewide.

CONTACT: Byron Ralph Lawson
Post Office Box 364
Dobson, North Carolina 27017

CLUSTER: Raleigh

RAISE GRADUATION REQUIREMENTS

REFORM CATEGORY: Raise Graduation Requirements.

REFORM INITIATIVE: Guaranteeing the Arts a Place in the Curriculum Program.

RATIONALE: Due to pressures to reduce the curriculum to "the basics" the arts groups in New Hampshire effectively lobbied the State Board to add this area to insure that the arts did not get placed to the back of the curriculum agenda.

GOAL: To insure that the creative and fine arts are an integral part of education in New Hampshire.

IMPLEMENTATION: New Hampshire State Council on the Arts and the State Department of Education implement the sub-systems efforts. The Arts 1000 and the organization representing the art teachers and music teachers organized the lobbying effort.

PROCESS: Individual high school have until the 1987 graduation class to implement the new reform. Failure to meet the requirement will result in possible loss of state funding.

RESOURCES: By local school districts any additional reforms will be paid by state legislature due to constitutional amendment.

KEY ELEMENTS: More art and music teachers, tide of retrenchment in arts stemmed. All New Hampshire High School students will have at least one class in the arts.

POPULATIONS: Art and music teachers, arts lobby groups supported the reform. Ed administrators were generally positive (but mixed) students and parents were not substantially involved in the effort.

CONTACT: Roger Brooks
Four Ladybug Lane
Concord, New Hampshire 03301

CLUSTER: Maine

REFORM CATEGORY: Raise Graduation Requirement.

REFORM INITIATIVE: Increase Course Content Program.

RATIONALE: It is felt that the quality of public education has deteriorated, therefore public confidence has decreased. Students are being graduated lacking basic and survival skills, and SAT scores continue to decline. A more demanding curriculum presents a greater challenge, which leads students to put forth more effort and this achieve more. Without rigorous or challenging course content, mediocrity is sure to proevail, SAT scores will continue to decline and students will be poorly prepared for post-secondary education as well as for the world of work.

GOAL: Goals of Raising School Standards (Increasing course content): (1) To improve the quality of public education (2) To raise SAT scores (3) To more adequately prepare students for post-secondary education or the work force (4) To improve the competitive base of education with other countries and (5) To increase public confidence in public schools.

IMPLEMENTATION: The raising of school standards (Increasing course content), is being implemented at the secondary (high school) level.

PROCESS: Five or six years basics have been added to curriculum content requirements: four years English, three years each math, science and social studies, one half year computer science and a foreign language. There has been an elimination or decrease in "soft" or non-essential courses, i.e. drivers education, first aid, basketweaving, etc. Increased advanced placement courses are being provided. A clear distinction is being made between extra-curricular, elective and core courses and the time allotted for each category; more homework is required, stricter class attendance is enforced, class interruptions are minimized, grading reflects only achievement, there's increased testing and monitoring and model state curriculums are being developed.

RESOURCES: Funding comes from state or local sources, as well as from a combination fo the two. Statewise, there have been changes in finance formulas, equalization of financial resources among school districts, separate or additional funds set aside, increased state aid to education and/or increased sales taxes. There have been high technology projects and extended contracts for teachers and administrators. Local sources have been expanded tax bases, adopted lotteries, increased sales, option and income taxes, donor funds, goods and services, shared/cooperative activities (colleges) and business/education partnerships.

KEY ELEMENTS: Required Key Components: (1) Additional teachers with appropriate certification (2) Extended time for desired electives and/or remediation (summer school, after regular school hours) (3) In-

creased staff compensation for extended time (4) Additional facilities and equipment (labs, computers, etc.) (5) Additional allocations for instructional resources and materials, including testing materials, and (6) Curriculum assistants or coordinators with advanced preparation for advanced course offerings.

POPULATIONS: The appropriate population includes students, teachers, counselors, curriculum assistants/coordinators and administrators, as well as facilities staff.

CONTACT: Harvenia H. Hill
3648 Garrison Drive, S.W.
Atlanta, Georgia 30331

CLUSTER: Macon

REFORM CATEGORY: Raise Graduation Requirements.

REFORM INITIATIVE: Increase Number of Credits (overall) Required for Graduation Program.

RATIONALE: The number of credits was increased in response to public pressure and perception that requirements were "too easy."

GOAL: Thus the purpose was to insure a diploma had "value" - was worth more than the paper it was printed on.

IMPLEMENTATION LEVEL: The Raise Bill impact statewide - all the way down to the individual school level.

PROCESS: At the basic level, students must take more courses, and be more selective of the courses taken in order to graduate.

RESOURCES: Some "seventh period-day" funds were distributed to districts to supplement PEFP funds.

KEY ELEMENTS: Since the standard teaching load is five classes/day, teachers either were supplemented for additional sixth class, or additional teachers were hired. Some evidence exists for increased class size.

POPULATIONS: The Raise Bill impacts on students (more credits), teachers (teaching load) administration (increased bookkeeping, reporting, and spending the usual "seven loaves and fishes" around the multitude of school requirements.

CONTACT: Bruce Rainer Black
1220 Carlton Avenue
Lake Wales, Florida 33853

CLUSTER: Central Florida

REFORM CATEGORY: Raise Graduation Requirements.

REFORM INITIATIVE: Increase Number of Credits Required to Graduate Program.

RATIONALE: The implementation of this reform was to increase the quality of academic performance of students leaving high school.

GOAL: It is felt that the students will be better prepared for collge or job market.

IMPLEMENTATION: This reform initiative is aimed primarily at high schools.

PROCESS: The state has set up these specified courses and the number of credits and local school districts are alternating their system to comply with the state guide lines.

RESOURCES: The funding has not changed the state in using essentially the same funding programs.

KEY ELEMENTS: Additional teachers are needed. However, less teachers in the area of vocation are needed.

POPULATIONS: The populations that are associated with this initiative; 1) students, 2) Parents, 3) Teachers, and 4) Community.

CONTACT: Luther Deon Lee
Springhill Middle School
Post Office Box 907
High Springs, Florida 32643

CLUSTER: Gainesville II

REFORM CATEGORY: Raise Graduation Requirements.

REFORM INITIATIVE: Mandated Subjects for Graduation Program.

RATIONALE: All four of the initiatives listed have been implemented in our district. The state of Pennsylvania mandated that those subjects be required for graduation.

GOAL: The goal was to insure that any student with a diploma from Pennsylvania's schools had completed the same number of credits in the four basic subject areas.

IMPLEMENTATION: High schools.

PROCESS: Students must elect courses in these four areas (no specific courses are required with the exception that one science course must be a laboratory science) to meet the required number of credits. One credit is 120 clock hours of instruction.

RESOURCES: Each local school district must fund its own programs. There are no special funds available from the state to implement programs to meet these.

KEY ELEMENTS: In our district we have had to add one science and one math teacher to implement the reforms. The elective courses have also suffered from declining enrollments.

POPULATIONS: Students have less time to take elective courses during their high school years. Math and science teachers have found more reluctant students than previously.

CONTACT: Carol H. Saylor
R.D. 1, Box 346
Selingsgrove, Pennsylvania 17870

CLUSTER: Williamsport III

REFORM CATEGORY: Raise Graduation Requirements.

REFORM INITIATIVE: Math and Science Requirements for Graduation Program.

RATIONALE: Because of the emphasis on the space age and because of reports of where U.S. is in comparison with Japan in math and science - more emphasis was placed in these areas. South Carolina responded by requiring extra units in these two areas.

GOAL: By requiring more Science and Math, the hope is that U.S. will be more competitive in the world market. In South Carolina, we hope to be ranked higher in the U.S.

IMPLEMENTATION: Secondary schools.

PROCESS: Students are required to take extra math and science courses. At the high school level, there is no more study halls, because of the need to implement the extra courses.

RESOURCES: Funds are appropriated through State.

KEY ELEMENTS: Additional teachers are required - this has caused a shortage of math and science teachers in the state.

POPULATIONS: Students in grades 8-12.

CONTACT: Hedy Jane Queen
Limestone Elementary School
Leadmine Road
Gaffney, South Carolina 29340

CLUSTER: Columbia

REFORM CATEGORY: Raise Graduation Requirements.

REFORM INITIATIVE: Non-College Bound Student Program.

RATIONALE: Non-college bound students will be better prepared to manage their adult lives - students currently can graduate from high school with no meaningful educational courses.

GOAL: Provide instructional time for fine arts programs to meet the needs of serious art and music to provide additional units of mathematics, science, social studies and languages.

IMPLEMENTATION: High School.

PROCESS: Students will be required to complete a second credit of mathematics and science along with credits of art or music - including additional credits of social studies and language - voc course or computer course required.

RESOURCES: Local and state funds.

KEY ELEMENTS: Additional teachers - space.

POPULATIONS: Teachers, administrators, students and parents.

CONTACT: Samuel Floyd
Greenway Park
Post Office Box 454
McDonough, Georgia 30253

CLUSTER: Atlanta III

REFORM CATEGORY: Raise Graduation Requirements.

REFORM INITIATIVE: Pass Functional (reading, writing, and mathematics) Tests Program.

RATIONALE: Students are required to pass the Functional Reading, Mathematics, Writing, and Citizenship Test because many students were failing and graduating without the basic skills to function in society.

GOAL: The purpose of the reform initiative discussed in question five is to encourage students to achieve the basic skills necessary for today's survivals.

IMPLEMENTATION: High Schools.

PROCESS: Minimum of 20 credits nine through 12 with at least four of these credits being earned after the completion of grade 11 (Required courses are: English (4), Social Studies (3), Mathematics (3), Science (2) P.E. (1), Industrial Arts/Technical Education/ or Computer (1), Electives (5), Functional Tests given at grades one and nine before State Functional Tests are given.

RESOURCES: State and local funds.

KEY ELEMENTS: Additional Functional Reading, Writing, Mathematics Test at grades seven and nine. Additional Mathematics Resource Teacher for the county grades one through 12. Additional Science Resource Teacher for the county grades one through 12.

POPULATIONS: Students - grades one through 12. Parents. Administrators, teachers and instructional aides.

CONTACT: Annie Paschall Blount
3512 Stonesboro Road
Ft. Washington, Maryland 20744

CLUSTER: Potomac II

REFORM CATEGORY: Raise Graduation Requirements.

REFORM INITIATIVE: Raising Academic Standards Program.

RATIONALE: There has been an increase in the concern of parents and of business and industry leaders that students who graduate from public high schools do not have the basic skills required to obtain and perform a job. Colleges are concerned also about the quality of students they are receiving from public high schools. A decline in the general quality of the work force in the United States today has been attributed mainly to a lack of quality in schools. The public generally has placed increased pressures for higher standards for performance on the educational system and for evidences that students are achieving.

GOAL: 1) To identify the skills which students need in order to become productive citizens.

2) To raise the standards of public schools in order to produce these citizens.

3) To develop a system for identifying students who achieve these standards.

4) To provide remedial assistance for those who do not meet the standards.

5) To award a diploma only to those students who can achieve the standards.

IMPLEMENTATION: Public schools - Grades K-12

PROCESS: 1) Standards of achievement and curriculum are developed in basic skills for all grades.

2) Criterion Reference Tests are developed and used to test if students are meeting standards.

3) Remedial programs are required for all who don't meet standards.

4) Longer school days.

5) Elimination of extra-curricular activities for those who don't meet standards.

6) Increased requirements for school attendance.

7) Exit exams required for diploma.

8) Increase in the number of units required for high school diploma.

9) Elimination of many electives at the high school level.

RONNA V. ASKINS CONTINUED

RESOURCES: Mostly at the state level with some local assistance.

KEY ELEMENTS: 1) Increased standards.
2) Increase in testing.
3) Development of remedial courses.
4) Additional teachers.
5) Development of basic skills curricula.
6) Development of exit exams.
7) Higher level courses developed for science and math.

POPULATIONS: 1) Students.
2) Teachers.

CONTACT: Ronna V. Askins
420 Brittian Road
Darlington, South Carolina 29532

CLUSTER: Columbia

REFORM CATEGORY: Raise Graduation Requirements.

REFORM INITIATIVE: Require More Academics Program.

RATIONALE: Students entering college are ill-prepared for what is expected of them

GOAL: The goal is to provide a quality education whether it be at primary, secondary, or post-secondary level.

IMPLEMENTATION: High School.

PROCESS: Our system has increased requirements - four English, two Math, two Science - college track in High School suggest five English, 3 Math, and three Science.

RESOURCES: Through state allocation and local taxiation.

KEY ELEMENTS: Relatively little change - we possibly would have to add only one teacher in our system.

POPULATIONS: Students.

CONTACT: Perry M. West
Post Office Box 341
Roberta, Georgia 31078

CLUSTER: Macon

REFORM CATEGORY: Raise Graduation Requirements.

REFORM INITIATIVE: Specify Curriculum for High School Graduation Program.

RATIONALE: Briefly, the Florida legislature decided that these elements, in addition to fairly standard academic requirements, were required to grant a high school diploma to insure that a student had a properly "rounded" background and was functionally literate.

GOAL: The purpose was to ensure that all students would receive course work with the appropriate academic standards and also have been exposed to elements necessary to function in practical life situations. Additionally, the exposure to performing and practical arts was geared to develop an appreciation of the areas.

IMPLEMENTATION: High Schools.

PROCESS: All high schools have been required to adopt the state stats, based on statewide curriculum frameworks. All students have to pass these courses in order to receive a diploma.

RESOURCES: Primarily general reserve.

KEY ELEMENTS: Additional teachers in some instances (LMS - Practical Artss). Additional classrooms (Personal Fitness). Obviously materials, where necessary. Additional multipurpose spaces (i.e., dance/drama classes).

POPULATIONS: Primarily affects students.

CONTACT: Patricia E. O. Lucas
106 65th Avenue, West
Bradenton, Florida 33507

CLUSTER: Central Florida

REMEDIATION/COMPENSATORY EDUCATION

REFORM CATEGORY: Remediation/Compensatory Education.

REFORM INITIATIVE: Extra Instruction Program.

RATIONALE: The state compensatory reading program is an extension of the Chapter One Reading Program. The State Legislature required the implementation of such a program.

GOAL: To provide extra instructional assistance in reading to children not functioning at grade level.

IMPLEMENTATION: State wide and in individual schools.

PROCESS: Various models are recommended, however, in my school we use certified teachers with aides to provide at least 50 minutes of instruction in reading in addition to the time required by the state.

RESOURCES: By an added one cent state sales tax.

KEY ELEMENTS: Additional certified teachers, aides, and additional instructional supplies and equipment.

POPULATIONS: Students in grades two through eight are served.

CONTACT: David Anderson
Route 1, Box 164
Fork, South Carolina 29543

CLUSTER: Myrtle Beach

REFORM CATEGORY: Remediation/Compensatory Education.

REFORM INITIATIVE: Remedial Classes Program.

RATIONALE: Remedial classes were initiated in response to state law mandate.

GOAL: 1) To raise level of student achievement. 2) Eradicate functional illiteracy. 3) Increase graduation standards.

IMPLEMENTATION: Through the regular public school program's remedial classes, taught by staff members whose expertise is basic skill instruction and/or elementary school teachers.

PROCESS: 1) Computer assisted instruction.
2) Elementary level books/reading materials.
3) Supplemental instruction.

RESOURCES: Local and State Funding.

KEY ELEMENTS: Key elements are: classroom teachers, computer hardware and software, basic skills instructional materials.

POPULATIONS: Parents are continuously sent progress reports and given suggestions as to how to reinforce concepts at home. State monitors the process.

CONTACT: Matthew C. Herman
4 Oak Lane
Marlboro, New Jersey 07746

CLUSTER: Wilmington IV

REFORM CATEGORY: Remediation/Compensatory Education.

REFORM INITIATIVE: Remedial Classes (Basic Skills) Program.

RATIONALE: State law required the implementation of remedial classes for those students who did not pass the basic skills test.

GOAL: A) Increase graduation standards.
B) Improve literacy among high school graduates.
C) Raise level of student achievement.

IMPLEMENTATION: Reform is implemented through the public schools. Remedial classes are taught by regular staff members, certified in basic skills.

PROCESS: A) Students are scheduled for remedial classes upon failure of test.
B) Computer assisted instruction is used in the remedial classes, as elementary readers and other materials.
C) In some cases, supplemental instruction is provided for students.

RESOURCES: Local and state funding.

KEY ELEMENTS: Instructional staff, certified for elementary levels.
Computer equipment and software.
Elementary materials.

POPULATIONS: Parents are kept informed of pupil progress.
State monitor progress.

CONTACT: Diana L. Chase
7-2 Fountain Drive
Lakewood, New Jersey 08701

CLUSTER: Wilmington IV

REFORM CATEGORY: Remediation/Compensatory Education.

REFORM INITIATIVE: Remedial Help for Students Failing High School Proficiency Test Standards Program.

RATIONALE: To better prepare students for the test in ninth grade

GOAL: To graduate students from high school who can function in society.

IMPLEMENTATION: High schools.

PROCESS: Students in the spring of ninth grade take a battery of tests designed to assess students' ability in the areas of reading and mathematics. Standards (set by state) must be met by the students. If not, a series of remedial programs are implemented from grades 9-12 until students pass test successfully.

RESOURCES: State and local funding.

KEY ELEMENTS: The test itself, teachers directing their efforts in the area of the exam in elementary grades, remedial programs through high school.

POPULATIONS: Students.

CONTACT: James E. Burke
139 Arrowhead Drive
Mays Landing, New Jersey 08330

CLUSTER: Wilmington IV

REFORM CATEGORY: Remediation/Compensatory Education.

REFORM INITIATIVE: Specified and Varied Time in Programs According to Individual Needs Program.

According to Individual Needs.

RATIONALE: In providing specified and varied time periods for compensatory students, individual needs can be met. Students deserve to have individual programs to meet their needs by strengthening weak skill areas. It is vitally important that, in education today, students be given every opportunity to grow and develop to their potential, and in this process they become positive members of society and become an asset in the lifestyle and career they choose.

GOAL: To improve weak skill areas...to provide small group and individual instruction...to provide a planned individual program for each student...to provide resource help according to time necessary and emphasis on necessary skills according to individual needs...to provide the slow learner to increase knowledge and improve skills through extended programs.

IMPLEMENTATION LEVEL: Laurel Bay Schools, Primary (K-2) Elementary (3-6), Laurel Bay, South Carolina Department of Defense-Military Dependents' Schools.

PROCESS: Students, in grades 1-6 who qualify according to state specified standardized testing, attend resource program/s designed for specific needs; i.e. reading and/or math. The time a student remains in resource, or the time a student spends per day in resouce is determined by his or her individual and specific needs.

RESOURCES: All Department of Defense school programs are funded by the federal government.

KEY ELEMENTS: Teachers are employed who are qualified to teach specific areas; i.e. reading/math...teachers are employed to teach only qualifying compensatory students...individual programs are designed for students-teachers, students, parents can be involved.

POPULATIONS: Guidelines are designed by the state as to which children qualify for this program. Only students who qualify according to testing results designated can participate in the compensatory program. Teachers are assigned only to compensatory students and/or classes. Any students classified under Public Law 94-142 as handicapped and receiving these services cannot qualify for compensatory assistance.

CONTACT: Kathryn Faye Jenness
21 Battery Lane
Beaufort, South Carolina 29901

CLUSTER: Columbia

REFORM CATEGORY: Remediation/Compensatory Education.

REFORM INITIATIVE: Student Mastery Program.

RATIONALE: Emphasis is being placed on students mastering basic skills. The state legislature is attempting to set the criteria for aiding in promotion policy by giving weight to test scores as well as teacher judgement, etc.

GOAL: The purpose of this reform is suppose to insure the basic skill objectives are being met and that their objectives are being taught by the staff, thus raising the possibility of student mastery.

IMPLEMENTATION: The state legislature has required testing and the ramifications of the law are affecting county, district and local decision making in elementary, junior, and senior high schools.

PROCESS: State Basic Skills Test (BSAP) are administered to selected grades. Based on scores students are identified who need remedial or compensatory instruction. These students are provided this assistance in reading and math.

RESOURCES: Students identified in the remedial or compensatory category are provided instruction by a weighted formula from state funds allocated under provisions of the Educational Improvement Act of South Carolina.

KEY ELEMENTS: 1. Compensatory or remedial teachers.
2. Supplemental materials and supplies.

POPULATIONS: Compensatory classes are small - 12 students or less. Parents are involved through conferences and parental involvement home activities.

CONTACT: Lellaree Greene
1475 Skylyn Drive
Spartanburg, South Carolina 29302

CLUSTER: Columbia

SCHOOL CLIMATE/DISCIPLINE

REFORM CATEGORY: School Climate/Discipline.

REFORM INITIATIVE: Alternative School Programming Program.

RATIONALE: Alternate school programming. Not all students are traditionally inclined. They can learn more from hands on training than they can from history and literature classes. By allowing this program discupline related problems and drop outs decrease.

GOAL: To decrease the number of discipline related problems by formulating alternate school programming. To decrease the number of school drop outs by formulating alternate school programming.

IMPLEMENTATION: High School.

PROCESS: Students, teachers, parents meet to determine of interest exists. A committee is formulated to examine alternatives. Contact is made with existing programs and these programs are examined. Other alternatives are tried. If any of the above programs look like they will work (new or existing) a single student is enrolled. If successful, more are enrolled.

RESOURCES: School budget. New program funding replaces funding for old courses which are not necessary/underutilized.

KEY ELEMENTS: Additional resouces (teachers, schools, classrooms).

POPULATIONS: High School students, parents, teachers, school administration staff, pupil personnel.

CONTACT: Joseph Anthony Cioffi
13 Pine Drive
Bergenfield, New Jersey 07621

CLUSTER: Wilmington III

REFORM CATEGORY: School Climate/Discipline.

REFORM INITIATIVE: Written Codes of Conduct Program.

RATIONALE: Because of the increase in student/student and student/teacher violence, the current emphasis on due process, and subsequent disruption of the learning environment, some action by the school to restore teaching-learning atmosphere was necessary.

GOAL: To establish uniform guidelines for students, to establish consistency in consequences, to restore a positive learning environment.

IMPLEMENTATION: Public schools grades 1-12.

PROCESS: Each school district must develop a three part discipline management plan, consisting of a student code of conduct, an alternative education program, teacher training, and implementation procedures. The program must be approved by the school board, Texas Education Agency, and be implemented by September 1, 1986.

RESOURCES: There is no additional funding provided. District personnel is used for all phases with the district assuming the responsibility for substitute teachers, etc. while the writing is being done.

KEY ELEMENTS: In service training for teachers and administrators - assertive discipline and behavior modification.

POPULATIONS: Teachers, students, parents, school officials.

CONTACT: Georgia Roessler
7820 Rolling Acres Trail
Boerne, Texas 78006

CLUSTER: Dallas IV B

SMALLER CLASSES

REFORM CATEGORY: Smaller Classes.

REFORM INITIATIVE: Improving Writing Skills Program.

RATIONALE: Research has shown that teachers can help students improve writing skills - one to one conferencing, more individualized help and response.

GOAL: To improve writing skills of students in high school.

IMPLEMENTATION: High Schools.

PROCESS: Schools schedule one of two ways - teacher with four classes of 25 or five classes with no more than 100 per day.

RESOURCES: Florida legislature has funded my formula per pupil in Writing Enhancement Program.

KEY ELEMENTS: The key results are more English classes which means additional teachers, more room usage per hour.

POPULATIONS: Students, teachers, administrators.

CONTACT: Judith Bell Anton
10433 S.W. 120th Street
Miami, Florida 33176

CLUSTER: Miami

STUDENT TESTS

REFORM CATEGORY: Student Tests.

REFORM INITIATIVE: Basic Skills Diploma Program.

RATIONALE: Public felt too many students were graduating from high school who could not read and write. (Basic Skills Test required of all tenth graders).

GOAL: Students were wanted who were graduated who were skilled and knowledgeable.

IMPLEMENTATION: State System, Local System, State University System.

PROCESS: Students are tested state-wide.
Test scores are normed by the state and published.
Parents and schools are notified of scores.
Students may take the Basic Skills Test twice in the tenth, eleventh, and twelfth. If students do not pass, they may return twice back to take the test if they want a diploma.

RESOURCES: By state and local government.

KEY ELEMENTS: Extra teachers are needed for special Basic Skills classes - 18 students to one teacher. Only students who failed the test may take the class.

POPULATIONS: Students must take the test; teachers must meet with parents to discuss scores; teachers must pass the TCT to teach classes.

CONTACT: Nina H. Anderson
Box 821
02 Eatonton Road
Gray, Georgia 31032

CLUSTER: Atlanta III

REFORM CATEGORY: Student Tests.

REFORM INITIATIVE: Exit Examination Program (Gate-Posts).

RATIONALE: Everyone is aware of accountability requirements and competency testing as one method to use in becoming aware of student progress. Also the general public feels that teachers aren't prepared so the local legislators in various states thought that teacher testing was also a means of becoming accountable.

GOAL: Students must pass the third grade exit examination in order to be promoted and students must pass the tenth grade basic skills test prior to graduation. The goal is to graduate students who are capable of reading, writing and etc. so that they may function in the work-a-day world.

IMPLEMENTATION: The State of Georgia, the Atlanta School System are each individual schools within the Atlanta system. This is also being implemented in each school district and each public school within the state of Georgia.

PROCESS: The State of Georgia has provided a standardized test for the third grade level and a basic skills test for the tenth grade level. Teacher testing is given to all beginning teachers, a data processor-person is assigned to each teacher and each teacher must provide a port folor of their classroom involvement.

RESOURCES: The State of Georgia Educational Department is funded through the state tax base. The local system is funded through local taxes and additional sales tax. The teacher competency testing is funded through a changed to the teacher taking the test.

KEY ELEMENTS: Teachers already employed had to become certified data processor and locally all administrators in the local schools as well as the Asea office administrators had to become certified. There is a problem with teachers no passing the competency test.

POPULATIONS: Students and parents have been informed as to the state requirements through local publication, workshops, and seminars.

CONTACT: Lila J. Henley
3177 Highway 166
Douglasville, Georgia 30135

CLUSTER: Macon

REFORM CATEGORY: Student tests.

REFORM INITIATIVE: Exit Examinations Program (Proficiency).

RATIONALE: The exit examination was implemented in response to public criticism that the high school diploma is meaningless. Students do not have to be proficient in basic skills in order to receive a diploma. The exit exam will require students to demonstrate a certain level of proficiency in basic skill areas.

GOAL: To insure that students master basic skills. To increase the value of a high school diploma.

IMPLEMENTATION LEVEL: State, district, and school level.

PROCESS: In South Carolina, students graduating in 1990 must pass an exit examination based on the states Basic Skills Assessment Program. Students failing the test must be given remedial instructional.

RESOURCES: A one percent increase in the state sales tax was legislated.

KEY ELEMENTS: Additional remedial teachers test developed and standardized, alternate "certificate" program developed for students who do not pass.

POPULATIONS: Student (including handicapped students in South Carolina) are most directly affected.

CONTACT: Daniel E. Cobb
1517 Wyndham Road
Columbia, South Carolina 29205

CLUSTER: Columbia

REFORM CATEGORY: Student Tests.

REFORM INITIATIVE: Extra Curricular Activities Threshold Program.

RATIONALE: The trend of lower standardized test scores. Students reaching Junior High and High School who cannot read or do simple math.

GOAL: Raise the mastery level of students. Make sure basic concepts are mastered before promotion. Reduced accumulated deficiencies. Eliminate extra curricular activities for students not passing all subjects.

IMPLEMENTATION: All grade levels.

PROCESS: Students must maintain 70% mastery in Language Arts and Math before they can be promoted. Students must have 70% mastery in all subjects to be eligible for extra curricular activities.

RESOURCES: The reform has no initial cost but the cost of tutors for failing students is the responsibility of the local district. The human cost to students not eligible for extra curricular is immence.

KEY ELEMENTS: School tutors.

POPULATIONS: Students are more conscience and aware of grades. Parents are more involved in their child's achievement.

CONTACT: Altheria Joy Shaw
200 Dub Lane
Red Oak, Texas 75154

CLUSTER: Dallas IV A

REFORM CATEGORY: Student Tests.

REFORM INITIATIVE: Minimum Competency Basic Skills Examination Program.

RATIONALE: To insure a mimimum skilled literate graduate. Many grades lacked the basic skills necessary to be productive citizens.

GOAL: To equalize the knowledge base of graduates to "somewhat" guarantee success is the work place and/or further formal schooling.

IMPLEMENTATION: High schools and the K-12 experience in entirety.

PROCESS: Georgia high school sophomores are required to take the criterion referenced Georgia Basic Skills, Test in Mathematics and Reading. They have six opportunities for passage before graduating. A writing assessment will be required in 1988 as part of the test.

RESOURCES: Fully state funded.

KEY ELEMENTS: Remediation classes are offered for high risk students and those not passing the exam. Additional compensatory teachers and aides are employed.

POPULATIONS: Students and parents involved. Impacts on K-12 teachers.

CONTACT: Brenda M. Johnson
426 Indian Spring Street
Jackson, Georgia 30233

CLUSTER: Macon

REFORM CATEGORY: Student Tests.

REFORM INITIATIVE: Minimum Competency Testing Program.

RATIONALE: Maryland Functional Reading Tests - implemented to assure public that high school graduates were/are able to read at a level that will enable them to function in society.

GOAL: The goal was to assure that high school graduates would possess at least minimum reading skills.

IMPLEMENTATION: State level. County level. Building level.

PROCESS: Students are administered MFRT in grade nine. If they pass, they have met the requirement. If not, they take remedial courses and retake the test twice each year until they pass. If they fail to pass by grade 12, they do not receive a High School diploma.

RESOURCES: Funded by the state, but requires indirect funding by counties - e.g. offering remedial courses.

KEY ELEMENTS: Development of a valid test instrument. Development of record keeping/rest scoring/remediation procedures. Program to assure public and private sector acceptance of the test.

POPULATIONS: Practically everyone is involved in the MFRT - administrators, teachers, students, parents, public, politicians, press, etc.

CONTACT: Michael D. Mote
3741 Pinewood Court
Chesapeake Beach, Maryland 20732

CLUSTER: Potomac II

REFORM CATEGORY: Student Tests.

REFORM INITIATIVE: Minimum Standards Program.

RATIONALE: To provide appropriate educational opportunities for all students. This includes students who are college-bound and students who are planning to enter the "world of work." To help students read and compute at a higher level.

GOAL: The purpose of the reform initiatives is to improve instruction and consequently improve education for all students.

IMPLEMENTATION: The state of North Carolina and each of the local school systems in North Carolina.

PROCESS: The state of North Carolina has established minimum competencies and standards students must accomplish before being promoted to another grade level. Local school units are preparing to implement this requirement. In addition, they have revised the evaluation system for teachers and are currently implementing this system.

RESOURCES: Federal, State, and local funds are being used for this purpose.

KEY ELEMENTS: Additional funds; additional teachers and other key personnel such as guidance counselors, librarians, curriculum coordinators, reading, and mathematics teachers and appropriate equipment such as computers.

POPULATIONS: Students, parents, teachers, administrators, and community volunteers.

CONTACT: Anna Morrow Bass
Route 2, Box 383
Mebane, North Carolina 27302

Raleigh

REFORM CATEGORY: Student Tests.

REFORM INITIATIVE: No Pass/No Play Program.

RATIONALE: A commission to a study public education in the state of Texas reported to the governor that a major shake up who needed an Texas elementary and secondary schools in order to bring these schools up to a minimal standard of excellence.

GOAL: There is a need to improve student grades: there is a need to shake-up the educational system to acquire excellence.

IMPLEMENTATION: The Texas Educational System throughout the state.

PROCESS: If a student fails any course (grade below 70) the student is prevented from taking part in any extra curricular activity for the following six-week period. This applies to sports, band, cheerleading, debating, newspaper and student government.

RESOURCES: Currently there is no need for funding except for the court cases by parents recommending that this legislature is unconstitutional.

KEY ELEMENTS: Curriculum changes, grading, teacher proficiency exams, educational governance and student suspension.

POPULATIONS: Parents, students and teachers at the schools. The legislature is involved and the No Pass-No Play rule was one result of a commission studying the Texas educational system which was appointed by Governor Mark White.

CONTACT: Beryl P. Clark
1421 Aberdeen Road
Hampton, Virginia 23666

CLUSTER: Richmond II

REFORM CATEGORY: Student Tests.

REFORM INITIATIVE: Proficiency Testing Program.

RATIONALE: Tests were begun initially to deal with the problem of illiterate high school graduates.

GOAL: To have more literate students graduating from high school, thus not becoming a "burden" for society.

IMPLEMENTATION: Secondary and elementary school.

PROCESS: At the secondary level, students need to pass proficiency tests to obtain a diploma. At the intermediate level, students may be retained until tests are passed.

RESOURCES: State funding.

KEY ELEMENTS: Personnel are expected to incorporate these tests into their curriculum. In some cases, additional classes have been formed to teach material specific to the test, especially the writing sections.

CONTACT: Nancy A. Bilicich
514 East Beach Street
Watsonville, California 95076

CLUSTER: San Francisco Bay Area II

REFORM CATEGORY: Student tests.

REFORM INITIATIVE: Promotion standards Program.

RATIONALE: As part of North Carolina's Basic Education Program, enacted in 1984 by the General Assembly, prescribed standards for students performance and promotion for inclusion in a standard course of study.

GOAL: To see that children have mastered a set of specific, essential skills before being promoted from the third, sixth, and eighth grades. The objective is to have children learn, not to punish them for not learning.

IMPLEMENTATION LEVEL: Statewide: in all elementary schools and middle schools, grades three, six, and eight.

PROCESS: The promotion standard works in three Phases: I- Students in grades three, six, and eight who score at or about 25 percent in Annual Testing Program shall be promoted provided local requirements are met. II- Phase two states that those who score below 25 percent are tested a second time on basic skills specified in the Basic Education Program. If score set by the State is met students in grades three, six, and eight pass. III- Phase three states that students (three, six and eight) who do not meet Phase I standards must attend a remedial summer program. At the end of summer school, the teacher and principal who worked with the retained students will decide whether or not students have **mastered** the skills specified in the Basic Education Program. Those who have not will be retained.

RESOURCES: Through state funds-salaries for teachers, transportation and instructional materials.

KEY ELEMENTS: Remedial help for students, grades three, six, and eight through summer school; free tuition; free transportation; smaller classes for greater one-on-one help towards mastery of specified skills from Basic Education Plan.

POPULATIONS: Students in grades three, six, and eight who score at or below 25 percent in Annual Testing Program and have not previously been retained.

CONTACT: Walker Leroy McAdoo
232 Fairway Drive
Newton, North Carolina 28658

CLUSTER: Raleigh

REFORM CATEGORY: Student Tests.

REFORM INITIATIVE: Regent's Competency Test Program.

RATIONALE: They were all done in an attempt to "enforce" minimum standards and then monitor the results of the various schools in New York State.

GOAL: R.C.T. Tests: To insure that all students are reading, writing and doing math at least minimal levels prior to receiving a high school diploma in New York State.

IMPLEMENTATION: Edict from the State Education Department.

PROCESS: Students can take the R.C.T. (Regents Competency Tests) until they pass them in January or June according to the following schedule reading and math - beginning in Grade 9 (8 opportunities), writing - beginning in Grade 11 (4 opportunities). Certain performance levels on the ACT's or College Boards can be substituted for the tests.

RESOURCES: It is not - however Title I (Chapter I) funds are available for remediation for those students having difficulty passing the test.

KEY ELEMENTS: No new staff however a basic math course and a curriculum strand in English 9 and 11 have been added.

POPULATIONS: All students receiving a diploma in New York State.

CONTACT: Philip Corwin
518 Greenway
Manorville, New Jersey 11949

CLUSTER: Wilmington III

REFORM CATEGORY: Student Tests.

REFORM INITIATIVE: Retaining Students Based on Achievement Test Scores Program.

RATIONALE: Because students were socially promoted without mastering the minimum competency skills to do the next level of work - in addition parental pressure for more accountability of teaching!

GOAL: 1) Improve the accountability of teaching curriculum minimum competency skills.
2) Unify state wide curricula expectations - moving toward quality education for all.

IMPLEMENTATION: a) elementary grades 3, 6, 8 state wide
b) central office staffs which must implement state mandated summer schools for 3, 6, 8th graders
c) higher education - teachers prepared to teach minimum competency

PROCESS: All 3, 6, 8 graders are now being tested on CAT form E, F achievement tests. Those scoring below the 25 percentile on total battery will be required to go to summer school, be tested again and then retained or promoted tp grades 4, 7, and 9.

RESOURCES: State allocation of teachers (10%) of your regular state allotment! Local monies for administration, utilities, transportation.

KEY ELEMENTS: 1) Additional employment of teachers (summer)
2) Additional responsibilities for administrators
3) Parent anxiety and stress for promotion/retention
4) Run bus transportation in summer, feed students in summer school

POPULATIONS: Basic Education Plan - large document Teacher Education Plan - N.C.

CONTACT: Rebecca Ballard Stiegel
1239 Pine Creek Trail
Mount Airy, North Carolina 27030

CLUSTER: Raleigh

REFORM CATEGORY: Student Tests.

REFORM INITIATIVE: Statewide Passing Grade of 70 Program.

RATIONALE: The intent of a statewide passing of 70 is to upgrade the requirements of our students. Each student must pass with 70 where as, in the past, students have been able to pass with 60. The student must earn ten more points to pass; however, if a teacher does not require this and just moves everything up on a curve, then a student will not be required to earn higher scores to pass. The teacher's attitude must be in the right perspective and be willing to change with the requirements in order to really **UPGRADE** requirements.

GOAL: To provide students with more rigid requirements in order to pass or be promoted.

IMPLEMENTATION: The State requirements of QBE mandates that each local system must implement these new requirments.

PROCESS: Each local system has been mandated to follow the requirements of QBE in order to receive funding.

RESOURCES: FTE - Full Time Equivalent is the determinant of School Funding. This is based on a weighted formula at the state level.

KEY ELEMENTS: Funding from the state is provided through this FTE -- therefore, a local system can not operate without monies funded by the state. This gives allotments for teachers, transportation, instructional materials, etc.

POPULATIONS: The school population of K-12 is involved in this reform. The state mandates requirements of all grade levels. It also involves parents, teachers, administrators, and lay people.

CONTACT: Elizabeth Ann White
Post Office Box 891
Douglas, Georgia 31533

CLUSTER: Jacksonville IV

REFORM CATEGORY: Student Tests.

REFORM INITIATIVE: State-wide Testing Program.

RATIONALE: State-wide testing-to new student performance compared to:
ability of individual
other students - normed data
regions - by population, geography, economics
other students/schools within the state

GOAL: to improve academic performance
to identify specify academic needs by subjects, students, and grades
to highlight academic achievement
to develop uniformity in academic goals

IMPLEMENTATION: Classroom, school, district, region and by state.

PROCESS: In New Hampshire, state wide testing is paid for by the State Department of Education for grades 4, 8 and 10. Schools pay for additional grades tested. Since this is the first year of implementation distribution of information is still being developed.

RESOURCES: State funded with additional requests for information picked up by districts.

KEY ELEMENTS: class time - teachers and students
clerical help
inservice training - teachers and administrators - test results

POPULATIONS: Students and teachers
Parents/community
Legislators/Politicians - Executive Branch
Test consultants - McGraw Hill

CONTACT: Marcy Mager
c/o New Durham School
New Durham, Maine 03855

CLUSTER: Maine

REFORM CATEGORY: Student Tests.

REFORM INITIATIVE: Student Assessment Program.

RATIONALE: The student assessment was initiated to exhibit that students are getting an excellent education in the State of Maine. This ties in with a form of accountability connected with upgrading teacher's salaries - so it is at least two

GOAL: 1) To provide students statewide with quality education.
2) To allow districts to monitor where their strengths and weaknesses exist in the curriculum.

IMPLEMENTATION: This reform is mandated at state level and exists in local school districts with results going out into the community.

PROCESS: Students in grades four, eight, and eleven are being tested at various times throughout the school year. Tests are out from the state, are completed and returned to the state. Teachers are selected from local districts to correct them. Results are compiled by state and returned to local districts.

RESOURCES: State funded since legislature mandated.

KEY ELEMENTS: More stress on reading and writing as basic skills. Teachers attending workshops and conferences on these.

POPULATIONS: All schools in Maine - especially grades four, eight, and eleven, all teachers; parents and local communities.

CONTACT: Lillian L. DeWolfe-Ingraham
Park Street School
Kennebunk, Maine 04043

CLUSTER: Maine

TEACHER/ADMINISTRATOR INSERVICE

REFORM CATEGORY: Teacher/Administrator Inservice.

REFORM INITIATIVE: Administrative Evaluation Program.

RATIONALE: Heretofore administrators where evaluated by the "effort" put forth in a particular project. Now we are being held more accountable for the performance of our teachers and students.

GOAL: To give the administrator a clear picture of the expectations of his/her particular assignment; including a time line for task completion.

IMPLEMENTATION: The State of Georgia - Cobb County Board of Education - North Cobb High School.

PROCESS: The State of Georgia began testing administrators five years ago on basic knowledge of educational administration. Currently, the State is developing a performance based assessment of administrators. Locally, we in Cobb County School District are implementing a comprehensive administrative evaluation that heretofore has been non-existent.

RESOURCES: State monies to be allocated for the research on the performance based instrument. Locally our system has developed an evaluation through Assistance of National Recognized Educational Administration Personnel.

KEY ELEMENTS: An administrator must be evaluated on those components of educational administration which are: Management and Process skills, Personal qualities and characteristics, specific responsibilities and dutues organized into positive description.

POPULATIONS: Developing the effective administratow will ultimately contribute to a successful school. The teachers, parents and most importantly the students will be the beneficiaries of this reformation.

CONTACT: Dexter Carrol Mills
3561 West Hampton Drive
Marietta, Georgia 30064

CLUSTER: Macon

REFORM CATEGORY: Teacher/Administrator Inservice.

REFORM INITIATIVE: Mandated Professional Development Program.

RATIONALE: Mandated teacher action plans for professional development were implemented to provide meaningful approaches to addressing weaknesses in classroom instruction.

GOAL: 1) Attack teachers' skills weaknesses, 2) Improve classroom instruction, 3) Improve student achievement.

IMPLEMENTATION: The new certification program is being developed for all teachers and administrators in the State of Maine.

PROCESS: The reform is being piloted in ten different sites across the State. The pilot sites will be evaluated before the regulations are finalized.

RESOURCES: Jointly, by the State and the local education agency.

KEY ELEMENTS: Each teacher has to develop his own T.A.P. (Teacher Action Plan) which details his professional improvement strategies for the year. His peers evaluate the plan cooperatively with the teacher.

POPULATIONS: The movement is primarily directed at teachers.

CONTACT: Mark S. Eastman
Pleasant Street
Mars Hill, Maine 04758

CLUSTER: Boston III

REFORM CATEGORY: Teacher/Administrator Inservice.

REFORM INITIATIVE: Principals' Academy Program.

RATIONALE: Principals' Academy establish to recertify those involved in teacher evaluations - primarily principals; sets the principal up as the primary responsible instructional leadership first in schools - principal as a whole were not passed in teacher evaluation skills. Thru academy - staff development hours will be accumulative for re-certification.

GOAL: Increase skills and knowledge of administrators in instructional leadersship and staff volunteer.

IMPLEMENTATION: State level; county level; university level.

PROCESS: Through legislative actions state has been divided into Regional Resource Center (districts) - Regional Resource Centers have many responsibilities including shifting up staff development training for administrators and ultimately verification.

RESOURCES: Currently through state grant.

KEY ELEMENTS: Trainers to do trainers for each group of administrators.

POPULATIONS:

CONTACT: Carol A. Du Clos
893 Burgess Circle
Buffalo Grove, Illinois 60089

CLUSTER: Waukegan IV

REFORM CATEGORY: Teacher/Administrator Inservice.

REFORM INITIATIVE: Teacher Evaluation Program.

RATIONALE: Teacher evaluation programs have developed in response to the erosion of public confidence in the schools.

GOAL: The overriding purpose is to insure competeny teachers are in the schools and to rejoin public confidence.

IMPLEMENTATION: This reform is being legislated but directly implemented in local schools.

PROCESS: Teacher competencies have been validated and now are monitored by building principals.

RESOURCES: Local funds.

KEY ELEMENTS: -Training of observers in regard to teacher competencies. Identify the key competencies.

POPULATIONS: Teacher unions, legislatures, superintendents, principals, individual teachers, parents.

CONTACT: Paul Osman
642 Pearse Road
Swansea, Maine 02777

CLUSTER: Boston III

TEACHER COMPENSATION/INCENTIVES

REFORM CATEGORY: Teacher Compensation/Incentives.

REFORM INITIATIVE: Attracting and Keeping Quality Educators Program.

RATIONALE: Non-competitive salaries have been cited as a primary read on behind Georgia's not being able to attract and keep quality educators. Market-sensitive salaries along with higher standards are essential to re-establishing teaching as a valued profession.

GOAL: 1. Establish a mechanism for applying market sensitivity and competitiveness to education salaries.

2. Return a minimum salary schedule.

3. Provide salary differentials for higher degrees.

4. Require satisfactory performance for annual step progression.

5. Salaries for professional development.

IMPLEMENTATION: Local School Systems.
Colleges offering teacher preparation programs.
Individual educators.

PROCESS: Entry level salaries increased with subsequent increases scheduled for FY 89 and 88.

RESOURCES: $100,000 has been provided through QBE (Quality Basic Education Act) to develop teacher evaluation instruments. Two million dollars have been provided for the development and revision of certification instruments.

KEY ELEMENTS: Attraction and retention of qualified teachers.
Career ladder.
Evaluation versus student outcomes (accountability).

POPULATIONS: This particular segment of the reform movement is aimed solely at teachers. There would be no better group with which to initiate reforms - education takes place within the classroom - not an administrative office.

CONTACT: Michael E. McNeill
Route 1, Box 186
Chatsworth, Georgia 30705

CLUSTER: Macon

REFORM CATEGORY: Teacher Compensation/Incentives.

REFORM INITIATIVE: Base Salary Increase Program.

RATIONALE: Base salary increases were implemented in many states to make teachers feel more worthwhile, attract more people to the profession and give them the feeling they are professionals.

IMPLEMENTATION: The state may be giving across the board stipends and/or encouraging the local system to do this also.

PROCESS: The state gives each teacher a one time amount and mandate through legislation that local districts will raise base salaries to a certain amount.

KEY ELEMENTS: This is going to mean more taxes from citizens to support increased pay for teachers as well as other reforms.

POPULATIONS: This affects primarily teachers but may in the long run students and the community at large.

CONTACT: Bruce M. Young
Albion Elementary School
RFD #1, Box 1398
Albion, Maine 04910

CLUSTER: Boston III

REFORM CATEGORY: Teacher Compensation/Incentives.

REFORM INITIATIVE: Financial Incentives Program.

RATIONALE: To encourage individuals to enter teaching and to retain the best teachers.

GOAL: To recognize and reward outstanding teachers by providing cash awards or minigrants to teachers and to develop recognition programs.

IMPLEMENTATION: Public school systems.

PROCESS: To attract new teachers and retain the best teachers, salaries - across the board - are being raised. To reward the "best teachers"- compensation plans are implemented and are met with much opposition because most methods are too subjective.

RESOURCES: State Funds, local funds, and federal funds.

KEY ELEMENTS: Funding resources. Method of compensation - i.e., fair system of evaluating teachers' classroom performance.

POPULATIONS: Teachers, governors, legislators, chief school officials, parents, business leaders.

CONTACT: Ruby Brown
600 N.E. 50th Terrace
Miami, Florida 33137

CLUSTER: Miami

REFORM CATEGORY: Teacher Compensation/Incentives.

REFORM INITIATIVE: Teacher Incentive Pay Program.

RATIONALE: Teacher incentive pay was implemented to reward outstanding teachers for doing an excellent job. It is also intended to keep quality teachers from leaving the profession.

GOAL: To improve the quality of people entering the Teaching profession and to keep excellent Teachers from leaving the profession.

IMPLEMENTATION: Statewide by the South Carolina Department of Education, Colleges with Teacher Education Programs and locally by individual school districts.

PROCESS: The State Department of Education has developed several incentive pay plans which are being piloted in selected school districts this year. Data gathered from this pilot program will be used to develop a plan to be used by all school systems in the State.

RESOURCES: This initiative along with others in South Carolina are being funded by a one cent increase in the state sales tax.

KEY ELEMENTS: Years experience, results of personnel evaluation, participation in professional organizations, achievement of students, administrator's recommendation.

POPULATIONS: Teachers, media specialists, guidance counselors.

CONTACT: Ann T. White
Post Office Box605
Cowpens, South Carolina 29330

CLUSTER: Columbia

VOCATIONAL EDUCATION/JOB TRAINING

REFORM CATEGORY: Teacher/Administrator Inservice.

REFORM INITIATIVE: Vocational Training for Principals Program.

RATIONALE: Reluctance on the part of most administrators because of a lack of training to have visable role in the classroom.

GOAL: - train administrators to function as educational leaders
- to support teaching staff development through the utization of existing administrative personnel

IMPLEMENTATION: System - County Vocational School System
Sub-System - Vocational Training Center

PROCESS: Administrators are asked to participate in in-service program and additional course work so that they are better prepared to function in this expanded capacity.

RESOURCES: District Funding.

KEY ELEMENTS: Workshops
In-Service Program
Supervision Course Work

POPULATIONS: Principals, Vice-Principals, Administrators

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